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ABSTRACT

This study evaluated the Artists in the Schools (AIS) program of the Tampa-Hillsborough County schools, Florida. Over 100 artists and 3000 teachers who participated in the AIS program taught architecture, dance, fiction writing, filmmaking, music, photography, poetry, and theatre to over 100,000 elementary and secondary students. The program emphasized that the arts are participatory and part of everyday life. Pre- and posttests were administered to students. In addition, principals, curriculum specialists, teachers, artists, parents, and school board members were observed and/or interviewed about the program. The results indicated that the AIS program was perceived as adding a great deal to the curriculum and to the positive attitudes of the people involved. However, there is a need for additional orientation to the program and ways to integrate it into mathematics, the natural sciences, and the social sciences. Further role definitions are needed for principals, artists, and students. An inservice training program has been designed in response to these needs. The appendices which comprise the bulk of this report contain the evaluation model and instruments used and tables of data showing the evaluation results by the eight program areas listed above. (Author/RM)

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ARTISTS IN THE SCHOOLS PROGRAM EVALUATION

A U.S. Office of Education Grant
to the
Arts Council of Tampa-Hillsborough County

PROGRAM EVALUATION REPORT

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ABSTRACT

In cooperation with the Hillsborough County School Board, the Arts Council of Tampa-Hillsborough County, Division of Education provides Artists-in-the-Schools (AIS) Programs in architecture, dance, fiction writing, filmmaking, music, photography, poetry and theatre to over 100,000 students and over 3000 teachers through-out the county. Within the program areas, it is emphasized that the arts are participatory and part of everyday life. There are over 100 artists employed to deliver the AIS program areas.

In September, 1980, the Arts Council received one of twenty U.S. Department of Education grants in the amount of $55,000 for the first of two years. The award was made to assist in improving the overall educational effectiveness of existing Artists-in-the-Schools programs.

During the first year of the project a process evaluation of the eight AIS program areas listed above was conducted. Principals, curriculum specialists, teachers, artists, students, parents and school board members were observed and/or interviewed about the AIS program. A total of 1039 observations and/or interviews were made.

The results indicated that the AIS program was perceived as adding a great deal to the curriculum and to the positive attitudes of the people involved. However, there is a need for additional orientation to the program and ways to integrate it into the curriculum. Consequently, an inservice training program has been designed in response to these needs.

Artists-in-the-Schools Evaluation

Program Evaluation Report

by

Mary Topping, Evaluation Consultant

Concern for improving the quality of life leads to a consideration of the school's responsibility for enhancing the aesthetic competence and creativity of the student. Various art forms such as architecture, dance, fiction writing, filmmaking, music, photography, poetry, and theatre serve to increase the range and depth of the learner's sensitivity to the world around him or her. They can become a means of interpreting life, of signaling its crises and its possibilities, of promoting self-awareness and a recognition of the creative potential of man and woman. Creativity and aesthetic sensitivity, then, are fundamental expressions of human nature. It is in this sense that the school has an educational responsibility in an area which is highly subjective and responsive to individual human choices. The educational objectives with respect to creativity and aesthetic competencies include the following:

1.) The student is familiar with several arts fields, their concepts, styles, and standards.

2.) The student possesses some ability to analyze and interpret artistic works and form reasonable judgements about them.

3.) The student has an open mind toward aesthetic forms and seeks out kinds of experiences in the arts which give pleasure and enrichment to his or her own life. He or she incorporates these pursuits into his or her activities through a process which is, at least in part, rational rather than whimsical.

4.) To the extent his or her talent and inclinations permit, the student participatesin artistic performance and creates works of arts.

Toward assisting in meeting these educational objectives, the Tampa-Hillsborough County Arts Council, Division of Education, has developed the Artists-in-the-Schools (AIS) Program to enhance the regular arts programs.

In cooperation with the Hillsborough County School Board, the Arts Council provides ongoing programs in the areas of architecture, dance, fiction writing, filmmaking, music, photography, poetry and theatre to over 100,000 students and over 3,000 teachers through-out the county. Within the program areas, it is emphasized that the arts are participatory and part of everyday life. There are over 100 artists employed to deliver the AIS programs.

In September, 1980, the Arts Council received one of twenty U.S. Department of Education grants in the amount of $55,000 for the first of two years. It was awarded to improve the overall educational effectiveness of existing Artists-in-the-Schools programs in 114 Hillsborough County Public Schools including 73 elementary, 15 sixth grade centers, 7 seventh grade centers, 1 sixth and seventh grade center and 18 junior high schools.

During the first year of the project a process evaluation of the eight AIS program areas listed above was conducted. Based on the results of this evaluation, an inservice training program has been designed. During the second year of the project this inservice training program will be offered to curriculum specialists throughout Hillsborough County to assist them in facilitating the integration of the AIS program areas into the regular curriculum.

Purpose of the Evaluation

The purpose of this evaluation was to determine the content of an inservice training program to assist curriculum specialists in the 114

Hillsborough County schools in facilitating the integration of the AIS program areas into the curriculum and to provide ongoing information to planners of future AIS programs.

Evaluation Plan

The Evaluation Plan was designed to follow the model adapted from Stufflebeam, et.al's, CIPP (Context, Input, Process, Product) (1971; Stufflebeam 1973, 1974) model by the Center for the Study of Evaluation, University of California, Los Angeles, (Alkin 1969, 1973, 1974) (see Appendix A). Since the program areas were developed in response to a needs assessment, this evaluation plan will include only Stage 3 of the model - Process Evaluation. The first phase of the Process Evaluation was conducted during the 1980-1981 academic year.

Process Evaluation

The Process Evaluation consisted of two parts: Implementation and Progress Evaluation. Since these two components address different key questions, they will be discussed separately.

Implementation Evaluation

Key question: Is the Program operating as planned?

This evaluation focused on whether the procedures specified in the program plan were carried out in the intended manner. Program operationalization was the relevant decision area. AIS Program implementation questions were:

1.) To what extent are the AIS Program Areas being integrated into the regular curriculum?

2.) What are the roles of the following personnel in integrating the AIS Program Areas into the regular curriculum?

   a. school administrators (principals)
   b. curriculum specialists
   c. teachers

d. students
e. artists

3.) To what extent are the operations involved in delivering the AIS Program Areas efficient?

4.) What are the roles of the following personnel in delivering the AIS Program Areas?

a. school administrators (principals)
b. curriculum specialists
c. teachers
d. students
e. artists

Progress Evaluation

Key question: If the Program making progress towards its stated objectives?

The evaluation focused on determining the extent to which the program was making gains toward achieving its program objectives. Objectives, therefore, were of major importance in this stage.

AIS Program Progess Evaluation questions were:

1.) To what extent are the objectives explicated for each AIS component being met?

2.) To what extent do the AIS Program Areas give students the opportunity to use basic skills creatively?

3.) Are the AIS Program Areas presentations appropriate for the age of the students involved?

4.) Are there changes in the students' attitudes toward self, school, and the AIS program areas after the AIS presentation?

5.) What are the teachers, curriculum specialists, principals and artists opinions about the progress of the AIS program areas?

Instruments

Data collection instruments that were used for this evaluation are attached as Appendix B. They included a semantic differential type scale to assess student attitude change and various interview forms to gather information on the objectives of the AIS program, its operation and delivery and opinions of significant people involved in its operation and delivery.

Evaluation Design

In attempting to answer Question 4 under the Progress Evaluation (Is there a change in the student's attitudes toward self, school and the AIS program areas after the AIS presentations?) data were collected from the student prior to the artist's presentation, immediately following it, and one month after the artist's presentation. Therefore, the design for collecting student attitude data was pre AIS - post - delayed post. All other data were collected from the persons involved only once, during the artist visits.

Data Collection

Although the Project's Evaluation Consultant and the Project's Administrator had observed several AIS Programs in November and December of 1980, the official beginning of the data collection period was January 1981 and continued until the middle of May, 1981. Involved in the data collection process were the Director, the Assistant to the Director, the Arts Education Consultants, the Evaluation Consultant and eight observers who were specialists in their fields and graduate students at the University of South Florida. Great support was given by the personnel at the Arts Council of Tampa-Hillsborough County

Data Analyses

During the data collection period, the Observers consolidated the data they collected, using the evaluation instruments, and summarized amy additional observations they made. These data were then submitted to the Arts Education Consultants. The Arts Education Consultants reviewed the data and then submitted them to the Project Director. The data were analyzed further under the supervision of the Project Evaluation Consultant during the project period.

Data collected using attitude scales were analyzed under the supervision of the Project Evaluation Consultant, during the period from the middle of May until the middle of June, 1981.

During the period from June 15 to June 26, 1981, the Project Director, the Arts Education Consultants, the Administrator and the Evaluation Consultant met to analyze the comments that were collected during the evaluation period and to design the inservice education workshops based on the findings.

Data Reporting

Data reports from the Observers about their visits were written in the latter part of the days they made the observations and submitted to the Arts Education Consultants immediately. Preliminary reports from the Arts Education Consultants were submitted to the Project Director by June 30, 1981. Herein contains the final first year report on the AIS Evaluation Project.

Results for Across AIS Program Areas

Results will be presented here from those found across AIS program areas. Appendix C contains results for each program area.

Principals, curriculum specialists, teachers, artists and students were surveyed in the schools. Parents were surveyed via telephone. School board members were interviewed in person. To the degree possible, the schools in which the subjects were located were chosen at random, stratified as much as possible, by the eight AIS program areas. Since some of the AIS program areas (architecture, fiction writing, filmmaking and photography) were in only a few schools, they may be overrepresented on a percentage basis in the total sample. Therefore, it was necessary to include all or almost all of the schools with these programs in order to gather as much information on them as possible.

Of the total number (1305) of in-schools respondents proposed, 73% (951) was surveyed. Figure 1 reflects a comparison by AIS program areas of the number of proposed to actual respondents. Table 1 shows the breakdown of actual respondents by AIS program area and category of respondent.

In addition, 82 parents (56 mothers and 26 fathers) were surveyed by telephone. These parents were among those of students who were selected at random to have their parents surveyed. Table 2 indicates the breakdown by AIS program area.

Six of the seven Hillsborough County School Board members were interviewed, in person, about the AIS Program in general.

Implementation Evaluation

Question 1: To what extent are the AIS Program Areas being integrated into the regular curriculum?

Findings: Table 3 shows that there is agreement, for the most part, among the principals, curriculum specialists, teachers and artists that the AIS Program Areas are being integrated into art, music and language arts but not in mathematics,natural sciences and social sciences.

Question 2: What are the roles of roles of respondents in integrating the AIS Program Areas into the regular curriculum?

Findings: A majority of the respondents, except the artists, agreed that the curriculum specialists provide technical assistance, work with others to integrate the program into the regular curriculum,

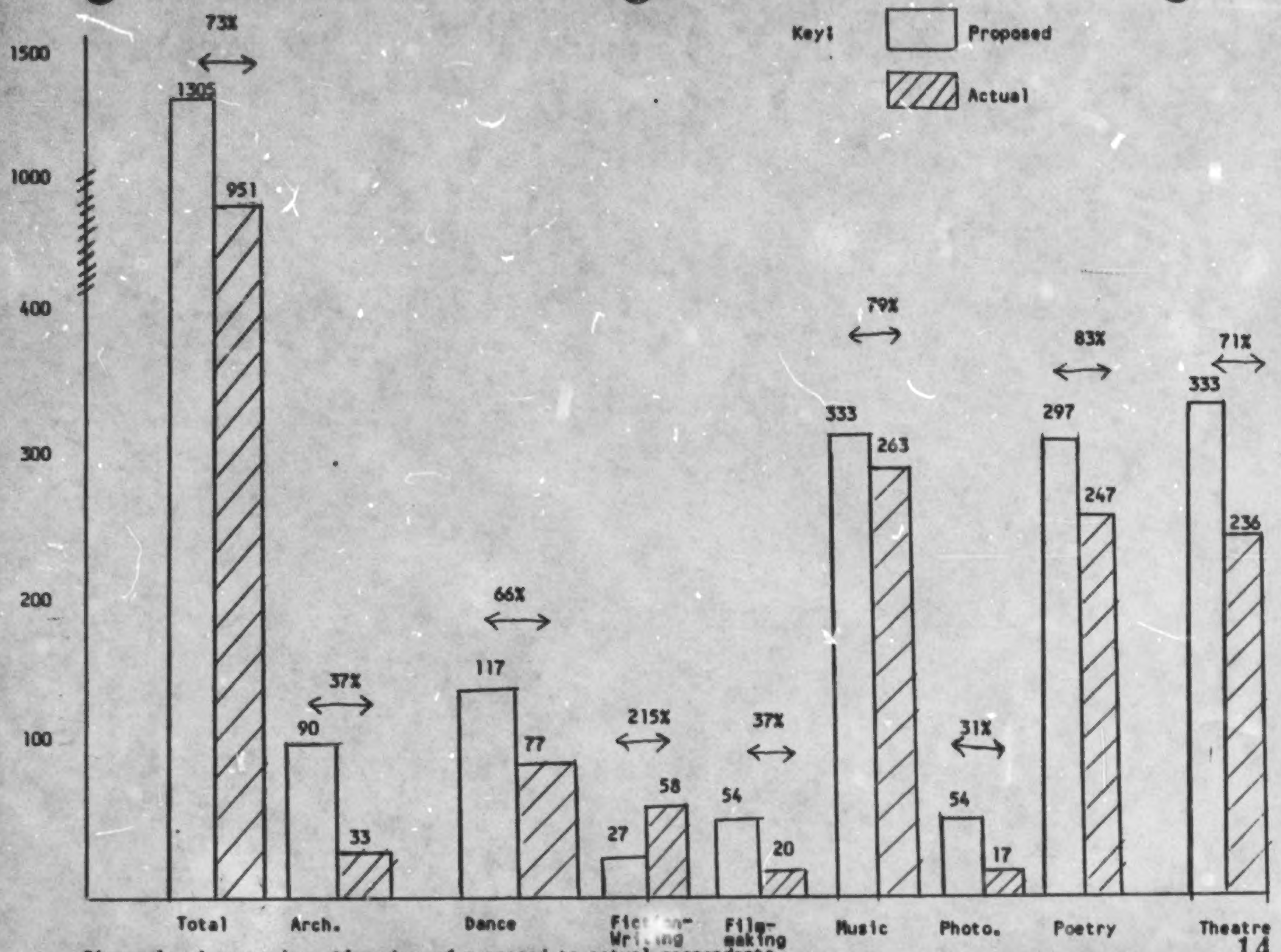

Figure 1: A comparison of number of proposed to actual respondents.

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Number of Respondents by AIS Program Area

AIS AREA	PRINCIPAL		CURRICULUM SPEC.		TEACHER		STUDENTS		ARTISTS		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Architecture	4	12	4	12	3	9	18	55	4	12	33	100 3
Dance	9	12	12	16	13	17	39	51	4*	5	77	100 8
Fiction-writing	5	9	5	9	6	10	40	69	22	3	58	100 6
Filmmaking	2	10	3	15	3	15	10	50	2**	10	20	100 2
Music	31	12	31	12	36	13	134	51	31	12	263	100 28
Photography	2	12	2	12	2	12	9	53	2**	12	17	101[2] 2
Poetry	29	12	31	13	31	13	128	52	28***	11	247	101[2] 26
Theatre	30	13	32	14	32	14	114	48	28	12	236	101[2] 25
TOTAL	112	12	120	13	126	13	492	52	101	11	951	101[2] 100

KEY:

* Two artists surveyed at different schools.
** Same artist surveyed at different schools.
*** Eight poets surveyed at different schools.

NOTE:

1. Some principals, curriculum specialists, teachers and students were surveyed for more than one AIS area.
2. Total percentage may not equal 100 due to rounding within the categories.

TABLE 2

Artists-in-the-Schools Evaluation

Number of Parents Interviewed by AIS Program Area

AIS Area	Mothers		Fathers		Total	
	N	%	N	%	N	%
Architecture	2	67	1	33	3	100
Dance	4	67	2	33	6	100
Fiction-Writing	1	50	1	50	2	100
Filmmaking	-	-	-	-	-	-
Music	17	81	4	19	21	100
Photography	1	50	1	50	2	100
Poetry	17	57	13	43	30	100
Theatre	14	78	4	22	18	100
Total	56	68	26	32	82	100

TABLE 3

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Across Areas

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/R
			5		4		3		2		1		$\overline{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P	88	18	20	27	31	32	36	5	6	6	7	3.52	1.09	23
	CS	99	20	20	30	30	29	29	10	10	10	10	3.40	1.21	21
	T	113	43	38	21	19	35	31	5	4	9	8	3.74	1.24	13
	A	53	19	36	14	26	13	25	2	4	5	9	3.76	1.25	48
Music	P	85	29	34	26	31	15	18	7	8	8	9	3.72	1.28	26
	CS	97	28	29	21	22	24	25	5	5	19	20	3.35	1.45	23
	T	107	42	39	16	15	21	20	6	6	22	21	3.47	1.55	19
	A	47	17	36	11	23	5	11	5	11	9	19	3.47	1.54	54
Language	P	93	26	28	34	37	24	26	9	10	-	-	3.83	0.95	18
	CS	103	36	35	40	39	16	16	7	7	4	4	3.94	1.07	17
	T	116	60	52	26	22	21	18	2	2	7	6	4.12	1.14	10
	A	51	29	57	10	20	7	14	2	4	3	6	4.18	1.18	50
Mathematics	P	87	5	6	8	9	23	26	25	29	26	30	2.32	1.17	24
	CS	95	6	6	8	8	23	24	21	22	37	39	2.21	1.23	25
	T	108	10	9	8	7	19	18	23	21	48	44	2.16	1.32	18
	A	40	6	15	3	7	5	13	4	10	22	55	2.18	1.53	61
Natural Sciences	P	86	1	1	15	17	28	33	20	23	22	26	2.45	1.09	25
	CS	95	6	6	11	12	28	29	19	20	31	33	2.39	1.23	25
	T	107	8	7	19	18	22	21	13	12	45	42	2.36	1.38	19
	A	45	7	16	7	16	6	13	7	16	18	40	2.51	1.53	56
Social Sciences	P	90	6	7	26	29	33	37	15	17	10	11	3.03	1.09	21
	CS	96	12	13	18	19	36	38	11	11	19	20	2.93	1.27	24
	T	104	16	15	27	26	21	20	11	11	29	28	2.90	1.45	22
	A	47	12	26	8	17	9	19	6	13	12	26	3.04	1.55	54

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TABLE 4

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Across Areas

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	46	41	71	63	49	44	20	18	35	31
	CS	39	33	87	73	62	52	18	15	62	52
	T	32	25	77	61	77	61	30	24	62	49
	A	22	22	37	37	41	41	15	15	47	47
Works with others to integrate program into regular curriculum.	P	32	29	82	73	63	56	18	16	29	26
	CS	27	23	95	79	75	63	10	8	44	37
	T	25	20	83	66	91	72	22	17	38	30
	A	16	16	41	41	52	52	9	9	25	25
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	58	52	74	66	69	62	19	17	18	16
	CS	59	49	86	72	69	58	12	10	13	11
	T	41	33	81	64	98	78	25	20	18	14
	A	19	19	43	43	39	39	7	7	14	14
Plans ways to integrate the AIS program into the regular curriculum.	P	43	38	85	76	78	70	16	14	23	21
	CS	40	33	93	78	88	73	12	10	31	26
	T	30	24	78	62	102	81	17	13	31	25
	A	16	16	43	43	43	43	2	2	30	30
Attempts to integrate AIS program areas into regular curriculum.	P	28	25	70	63	79	71	9	8	18	16
	CS	33	28	72	60	96	80	10	8	28	23
	T	24	19	60	48	110	87	14	11	26	21
	A	15	15	40	40	53	53	4	4	26	26

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

evaluate the extent to which the AIS Program Areas have been integrated into the regular curriculum, plan ways and attempt to integrate the AIS Program Areas into the regular curriculum. See Table 4.

There appears to be a fairly high level of agreement among the respondents about the roles of the teachers also. Relative to the principal, students, and artists, there seems to be agreement that they are not fulfilling these roles.

Question 3: To what extent are the operations involved in deliverin the AIS Program Areas efficient?

Findings: Table 5 reflects a high degree of agreement among the respondents that the AIS Program Areas delivery operations are efficient. That is, the artists move in and out of the school very efficiently, the school's choice of and readiness of the performance area are very efficient, and student discipline by school personnel is very efficient.

Question 4: Table 6 shows that a majority of the principals and curriculum specialists surveyed think that the principals observe the artists' works and observe the students work that results from the AIS Program Areas. A majority of the principals responding indicated that they observe the students working with the artists. Low percentages of the principals, curriculum specialists, teachers and artists indicated that the principals provide technical assistance or participate in the program.

A majority of the respondents, except the artists, seem to agree that the curriculum specialists provide technical assistance and observe the artist at work. The principals and the curriculum specialists agree that the latter observe the students working with the artists and observe the students work that results from the AIS Program Areas. Relatively low percentages of the respondents indicated that the curriculum specialists participate in the programs.

A clear majority of the respondents, across categories, agree that the teachers participate in the program, observe the artist at work, observe the students working with the artists, and observe students work that results from the AIS Program Areas. Relatively low percentages of the respondents indicated that teachers provide technical assistance.

About the roles of the students, there is agreement that the students participate in the program and observe the artists at work. Also, there is agreement, based on the low percentages, that the students do not provide technical assistance, do not observe the other students working with the artists, and do not observe the other students work that results from the program.

There is agreement among the respondents that the artists participate in the program. The teachers and artists agree that the artists provide technical assistance. Based on the low percentages there appears to be agreement among the respondents that the artists do not fulfill the three remaining roles, the first two of which are not really applicable.

Progress Evaluation

Question 1: To what extent are the objectives explicated for the AIS Program Areas being met?

Findings: Most of the objectives explicated for each of the AIS Program Areas are being met. The breakdown by areas and objectives may be found in Appendix C.

Question 2: To what extent do the AIS Program Areas give students the opportunity to use basic skills creatively?

Findings: The findings for this question are included with those presented for Question 5, below.

TABLE 5

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS AREA: Across Areas

Operation	# Respon.	Position	Very Efficient									Not at all efficient	Total		N/R
			5		4		3		2		1		X	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Artists moving in and out of school.	99	P	81	81	15	15	3	3	1	1	-	-	4.76	0.56	12
	110	CS	92	84	15	14	3	3	-	-	-	-	4.81	0.46	10
	119	T	100	84	11	9	4	3	3	3	1	1	4.73	0.72	7
	89	A	77	87	11	12	-	-	1	1	-	-	4.84	0.45	12
	95	O													
School's choice of performance place.	95	P	54	57	30	32	9	9	2	2	-	-	4.43	0.75	11
	109	CS	72	66	27	25	8	7	2	2	-	-	4.55	0.71	11
	124	T	83	67	29	23	10	8	1	1	1	1	4.55	0.75	2
	89	A	54	61	17	19	14	16	2	2	2	2	4.34	0.98	12
		O													
School's readiness of performance area.	95	P	69	73	19	20	6	6	1	1	-	-	4.64	0.65	16
	111	CS	80	72	25	23	5	5	1	1	-	-	4.66	0.61	9
	125	T	102	82	19	15	4	3	-	-	-	-	4.78	0.49	1
	86	A	63	73	14	16	7	8	-	-	2	2	4.58	0.83	15
		O													
Student discipline by school personnel.	95	P	70	74	24	25	1	1	-	-	-	-	4.73	3.47	16
	197	CS	87	81	20	19	-	-	-	-	-	-	4.81	0.39	1
	125	T	97	78	24	19	4	3	-	-	-	-	4.74	0.51	1
	88	A	60	68	19	22	7	8	2	2	-	-	4.56	0.74	13
		O													

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE 6

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Across Areas

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	44	39	71	63	49	44	15	13	44	39
	CS	46	38	88	73	50	42	21	18	59	49
	T	29	23	66	52	61	48	20	16	71	56
	A	44	44	43	43	41	41	15	15	53	53
Participates in program.	P	29	26	51	46	67	60	78	70	73	65
	CS	33	28	48	40	81	68	94	78	90	75
	T	22	17	38	30	87	69	109	87	101	80
	A	11	11	26	26	50	50	72	72	72	72
Observes the artist at work.	P	72	64	74	66	91	81	86	77	20	18
	CS	73	61	94	78	103	86	99	83	27	23
	T	52	41	73	58	122	97	113	90	29	23
	A	33	33	49	49	73	73	76	76	17	17
Observes the students working with the artists.	P	61	54	74	66	87	78	35	31	26	23
	CS	56	47	80	67	96	80	39	33	27	23
	T	43	34	59	47	111	88	47	37	34	27
	A	24	24	38	38	64	64	18	18	14	14
Observes the students work that results from this AIS Program Area.	P	58	52	72	64	90	80	36	32	30	27
	CS	66	55	89	74	99	83	37	31	34	28
	T	47	37	57	45	112	89	46	37	48	38
	A	30	30	43	43	73	73	28	28	28	28

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

TABLE 7A

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Scales

TOTAL SCALE RESULTS BY AIS AREA

Scale Concept Myself

AIS AREA	Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Post				SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Architecture	44.56	4.84	43.53	4.14	1.02	16	1.04	.3	44.89	3.86	43.33	4.10	1.09	17	1.43	.17	45.06	3.91	44.59	4.84	.90	16	.53	.61
Dance	44.56	4.91	44.28	5.51	.07	38	.33	.75	45.22	5.01	45.42	6.23	1.39	22	-.16	.88	45.22	5.01	43.91	4.93	1.20	22	1.09	.29
Filmmaking	45.40	4.86	43.60	3.47	1.07	8	1.68	13	46.78	6.55	3.56	3.68	1.70	8	1.90	.09	45,67	6,55	45,67	5,07	1 01	8	1,10	.30
Music	45.88	6.92	44.58	6.29	.51	30	2.57	*,01	45.19	6.88	44.45	6,49	,63	104	1,17	,2	45,39	6,94	45,67	7,00	64	104	-.43	.67
Photography	46.43	7.16	44.57	5.88	1.72	6	1.08	.32	48.40	5.13	47,20	5.76	,49	4	2,45	.07	49,67	6,81	50.67	8.39	1,16	2	-.87	.48
Poetry	44.76	5.68	43.60	4.37	.36	123	3.26	*.001	44.24	4.31	43.59	4.30	.32	114	2.04	*.04	44,20	4.29	44.58	5.73	46	113	-,82	,41
Theatre	43.55	5.15	43.42	4.76	.37	109	.37	.71	44,35	5.36	43,44	4,69	.51	96	1,78	,08	44,29	5,36	43,73	5,08	,53	95	105	,30
Fiction-writing	42.17	2.99	43.00	2.00	.95	5	-.88	.42																

*Statistically significant at or below the .05 level.

TABLE 7B

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Scales

TOTAL SCALE RESULTS BY AIS AREA

Scale Concept School and Me

AIS AREA	Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Post				SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Architecture	44.83	3.63	44.89	4.32	.81	17	-.07	.95	45.83	5.03	44.89	4.32	1.29	17	.73	.47	45.88	5.03	44.83	3.63	1.05	17	.95	.35
Dance	45.00	5.88	43.31	6.09	.75	38	2.25	*.03	45.65	5.92	44.48	7.25	1.44	22	.81	.43	45.65	5.92	44.83	5.44	1.48	22	.56	58
Filmmaking	44.22	4.27	41.78	2.39	.92	8	2.07	*03	43.88	6.45	41.63	2,50	1.66	7	1,36	,22	44,67	6,48	45.56	5,53	1,06	8	-.84	,43
Music	45.75	7.34	45.17	7.08	.50	131	1.16	.25	45,13	7.50	45.18	7,26	.72	108	-,08	,94	45,13	7,46	45,16	7,45	,70	105	-,04	,97
Photography	45.50	4.99	45.25	5.06	.94	7	.26	.80	48.75	6.80	4825	5.91	1.85	3	.27	.80	48.00	6.12	47.00	4,95	1,30	4	.77	,49
Poetry	44.86	5.44	43.75	5.47	.31	121	3.59	.001	44.72	5.00	43.67	5.39	.38	110	2.75	.007	44.74	4.92	44.56	5.39	.37	116	.51	.61
Theatre	44.07	5.82	43.83	6.12	.37	108	.68	.50	44.17	6.29	43.76	6.27	.54	94	.76	.45	44.14	6.21	44.21	5/99	53	97	-.13	.89
Fiction-writing	43.83	3.92	43.38	4.55	1.18	5	.43	.69																

*Statistically significant at or below the .05 level.

TABLE 7C

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Scales

TOTAL SCALE RESULTS BY AIS AREA

Scale Concept "'AIS Area' and Me"

AIS AREA	Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Pre				SE	d.f.	t.	p.	Delayed Post TOTAL Post				SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Architecture	45.56	5.25	43.72	5.88	1.08	17	1.70	.1	46,50	6.43	43,72	5,88	1,64	17	1,69	,1	45,50	6,43	45,56	5,25	1,45	17	,065	,5
Dance	45.77	5.07	45.56	5.31	.79	38	.26	.79	48.65	6.09	46.83	5.76	1.20	22	1.53	.14	48.65	6.09	45.96	4.88	1.25	22	2.15	*.04
Filmmaking	48.33	5.85	48.11	4.96	1.13	8	.20	.85	49.13	4.55	48.79	4.89	.98	7	.38	.71	48.79	4.38	48.22	5.97	1.17	8	.48	.65
Music	46.79	7.04	46.86	6.60	.43	130	-.16	.87	46.46	7.05	46.71	6.60	.76	104	-.34	.74	46.42	7.02	46.51	6.93	.73	105	-.12	.91
Photography	46.14	5.08	46.29	4.39	1.22	6	-.12	.91	44.00	6.08	48.00	6.56	265	2	-1,51	,27	47,00	7,11	47,40	5.77	1,44	4	-,28	,79
Poetry	46.57	6.07	46.22	5.49	.38	119	.91	.36	46.18	5.94	45.98	5.28	,50	105	,39	,7	46,03	5,92	45.90	6,07	,49	113	,25	,80
Theatre	46.19	5.90	46.05	6.19	,42	111	,32	,75	46,74	6.15	46,11	6,50	,62	95	1,02	,31	46,77	6,00	46,43	5,97	,57	97	,59	,56
Fiction-writing	1.67	5.75	.00	5.44	1.41	5	1.19	.2																

*Statistically significant at or below the .05 level.

Question 3: Is there a relationship between appropriateness of the AIS Program Areas and the student's age?

Findings: A review of the data for the individual AIS areas indicates that for most areas the AIS presentations appear to be appropriate for the student's age. Appendix C contains the results by area.

Question 4: Is there a change in the students' attitudes toward self, school and the AIS Program Areas after the AIS presentations?

Findings: Table 7A, B and C show the results from the student attitude scales.

For the scale concept "Myself" (Table 7A), there were three statiscially significant, at or below the .05 level, mean attitude shifts noted: music = posttest - pretest; poetry = posttest - pretest; and poetry = delayed posttest - pretest. However, the results indicate that there were numerous positive shifts in attitudes as measured by an increase in the mean value from pretest to posttest, pretest to delayed posttest, and posttest to delayed posttest.

For the scale concept "School and Me" (Table 7B), there were four statistically significant attitude shifts noted. These were dance = posttest - pretest; filmmaking = posttest - pretest, poetry = posttest - pretest, and poetry - delayed posttest - pretest. Again there were numerous positive shifts in attitudes as measured by an increase in the mean value from first time tested to later times tested.

Relative to the scale concept"'AIS Area'and Me" (Table 7C), there was one statistically significant mean shift noted -- dance = delayed posttest - posttest. As with the first two scale concepts, there were numerous positive shifts in mean values.

A review of the student interview data contained in Table 8 shows that, when the students were asked to describe what they had just seen or done, the most frequently used words were learned, fun, like, and good.

Over 71% of the students knew that the program was going to be in their school the day the presentation took place. When asked how the presentation made them feel about themselves, 86% indicated positive words, 8% said no different, and 6% indicated negative words. About 84% indicated positive words when asked how the AIS presentation made them feel about school. Only 9% indicated they felt no different, and only 7% said negative words. Relative to how the student felt about the presentation and the AIS area, 92% indicated positive words 3% indicated no different, and 5% indicated negative words.

Question 5: What are the principals, curriculum specialists, teachers and artists opinions about the progress of the AIS program?

Findings: Table 9 reflects comparisons of the opinions of the different respondent groups on several aspects of the AIS program. Since the percentages are based on only those who responded, it is important to note the numbers that did not respond as well as those that did respond.

It appears that most of the artists who responded believed that they were very well oriented to or trained for the AIS program. However, this is not the case for the other respondent groups. A majority of the curriculum specialists indicated that they were not at all or almost not at all oriented or trained for the AIS program. The principals and the teachers indicated that they had had very little to not any orientation or training for the AIS program.

An overwhelming majority of the respondents appeared to agree that they feel very good about themselves as a result of the AIS program, and they indicated an overall rating of very high for AIS programs in which they are involved.

A clear majority of those who responded indicated that the AIS program has had a positive affect on their attitude toward school, that they are

TABLE 8
STUDENT INTERVIEW DATA

All Program Areas Number of Schools: 92
Number of Students: 457

1.) TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

learned.....19
fun.........19
nice.........8
like........15
good........15
funny........8
all right....2
enjoy........7
happy........2
OK...........2
terrible.....1
stupid.......1

dumb.......1
crazy......3
ridiculous.1
weird......1
wild.......1
wonderful..1
interesting..3
boring.....1
different..1

		N	%
2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?	Yes	325	71
	No	132	29

		N	%
HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?	POSITIVE	212	86
	NO DIFFERENT	21	8
	NEGATIVE	15	6

		N	%
4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?	POSITIVE	185	84
	NO DIFFERENT	19	9
	NEGATIVE	15	

		N	%
5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT (AIS [illegible]a) ?	POSITIVE	220	92
	NO DIFFERENT	7	
	NEGATIVE	13	9

TABLE 9
ARTISTS-IN-THE-SCHOOLS EVALUATION
A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Across Areas

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	13	Principal	16	17	11	12	25	26	12	13	31	33	2.67	1.40
	10	Curr. Spec.	14	13	14	13	20	19	18	17	39	37	2.49	1.47
	5	Teacher	13	11	15	13	33	28	11	9	46	39	2.48	1.40
	11	Artist	47	60	11	14	8	10	2	3	10	13	4.06	1.40
2.) How do you feel about AIS? (Very good - Very bad)	10	Principal	90	92	5	5	1	1	2	2	-	-	4.87	0.50
	11	Curr. Spec.	92	88	9	9	3	3	-	-	-	-	4.86	0.47
	5	Teacher	101	86	11	9	6	5	-	-	-	-	4.81	0.51
	8	Artist	76	94	5	6	-	-	-	-	-	-	4.94	0.24
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	21	Principal	60	69	15	17	11	13	1	1	-	-	4.54	0.75
	19	Curr. Spec.	68	71	17	18	11	11	-	-	-	-	4.59	0.69
	9	Teacher	82	72	20	18	12	11	-	-	-	-	4.61	0.69
	9	ARtist	74	92	5	6	1	1	-	-	-	-	4.91	0.33
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	27	Principal	39	48	16	20	22	27	2	2	2	2	4.09	1.04
	17	Curr. Spec.	57	58	25	26	15	15	-	-	1	1	4.40	0.82
	12	Teacher	56	50	25	23	27	24	1	1	2	2	4.19	0.96
	11	Artist	59	50	23	29	13	17	3	4	-	-	4.26	0.87
5.) To what extent are you involved in AIS? (Very Much - Not at all)	11	Principal	23	24	31	32	29	30	13	13	1	1	3.64	1.03
	13	Curr. Spec.	42	41	27	26	24	24	6	6	3	3	3.97	1.08
	10	Teacher	37	33	18	16	25	22	19	17	14	12	3.40	1.41
	11	Artist	61	78	10	13	7	9	-	-	-	-	4.69	0.63
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory_	43	Principal	20	31	18	28	17	26	8	12	2	3	3.71	1.15
	48	Curr. Spec.	27	40	13	19	17	25	8	12	2	3	3.82	1.18
	70	Teacher	18	34	9	17	13	25	11	21	2	4	3.57	1.21
	17	[illegible]	27	38	15	21	21	28	3	4	6	8	3.75	1.21

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	K	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	27	Principal	34	42	26	32	18	22	1	1	2	2	4.10	0.91
	21	Curr. Spec.	48	51	18	19	20	21	4	4	4	4	4.09	1.13
	31	Teacher	34	37	19	21	20	22	10	11	9	10	3.64	1.34
	35	Artist	30	56	5	9	9	17	3	6	7	13	3.89	1.46
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	14	Principal	72	77	15	19	3	3	1	1	-	-	4.71	0.58
	11	Curr. Spec.	91	88	12	12	-	-	1	1	-	-	4.86	0.43
	5	Teacher	99	84	10	8	7	6	2	2	-	-	4.75	0.64
	7	Artist	65	79	15	18	2	2	-	-	-	-	4.77	0.48
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	30	Principal	16	21	35	45	20	26	4	5	3	4	3.73	0.98
	28	Curr. Spec	18	21	33	38	22	25	6	7	8	9	3.54	1.17
	25	Teacher	24	24	32	33	26	27	10	10	6	6	3/59	1.15
	53	Artist	22	61	8	22	6	17	-	-	-	-	4.44	0,77
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	30	Principal	27	35	36	46	12	15	3	4	-	-	4.12	0.81
	24	Curr. Spec	30	33	35	38	23	25	1	1	2	2	3.99	0.91
	24	Teacher	29	29	42	42	23	23	3	3	2	2	3.94	0.91
	46	Artist	32	74	9	21	2	5	-	-	-	-	4.70	0.56
11.) Has AIS affected the general community? (A great deal - Not at all)	27	Principal	15	19	19	23	29	36	8	10	10	12	3.26	1.23
	31	Curr. Spec	21	25	17	20	26	31	14	17	6	7	3.39	1.23
	37	Teacher	9	10	21	24	28	33	16	19	12	14	2.99	1.19
	50	Artist	10	26	8	21	11	28	4	10	6	15	3.31	1.38
12.) Has AIS affected the school community? (A great deal - Not at all)	21	Principal	20	23	22	25	30	34	8	9	7	8	3.46	1.18
	20	Curr. Spec	23	24	30	32	23	24	11	12	8	8	3.52	1.22
	22	Teacher	24	24	28	28	30	30	5	5	14	14	3.43	1.29
	51	Artist	13	34	18	47	4	11	3	8	-	-	4.08	0.88
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	23	Principal	14	16	29	34	24	28	11	13	7	8	3.38	1.15
	19	Curr. Spec.	18	19	26	27	34	35	12	13	6	6	3.40	1.12
	24	Teacher	18	18	43	43	24	24	4	4	10	10	3.56	1.16
	50	Artist	11	28	16	41	10	26	2	5	-	-	3.92	0.87
14.) Has AIS affected the arts program? (A great deal - Not at all)	18	Principal	33	37	35	39	16	18	3	3	3	3	4.02	0.99
	15	Curr. Spec.	36	36	35	35	22	22	5	5	2	2	3.98	0.99
	23	Teacher	34	34	35	35	18	18	4	4	9	9	3.81	1.21
	46.	Artist	26	60	9	21	5	12	2	5	1	2	4,33	1.02

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		M	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	21	Principal	21	24	37	39	24	28	8	9	-	-	5.78	0.93
	23	Curr. Spec	26	28	31	34	24	26	8	9	3	3	3.75	1.07
	24	Teacher	34	34	31	31	25	25	8	8	1	1	3.90	1.01
	68	Artist	2	10	8	38	7	33	2	10	2	10	3.29	1.10
16.) To what extent do products result from AIS? (A great deal - Not at all)	24	Principal	22	26	35	42	22	26	5	6	-	-	3.88	0.87
	19	Curr. Spec.	30	31	34	35	24	25	6	6	2	2	3.88	1.00
	26	Teacher	34	35	25	26	26	27	9	9	3	3	3.80	1.12
	44	Artist	23	51	15	33	6	13	1	2	-	-	4.33	0.80
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	27	Principal	18	22	29	36	30	37	4	5	-	-	3.75	0.86
	21	Curr. Spec.	31	33	28	30	27	29	7	7	1	1	3.86	1.00
	34	Teacher	30	34	28	31	20	22	8	9	3	3	3.83	1.10
	49	Artist	14	35	13	32	10	25	2	5	1	2	3.93	1.02

quite involved in the program and that the AIS funding is satisfactory to very satisfactory. Please note that 40% of the principals, 42% of the curriculum specialists, 57% of the teachers and 19% of the artists did not respond to items about funding.

A fair majority of the respondents indicated that the materials for the AIS program have been available to readily available; that the AIS program has affected the students' general achievement, the students' arts achievement, and the arts program; and that products do result from the AIS program and are used, circulated or observed.

There was no clear indication that the respondents thought the AIS program affected the general community, the school community, nor the basic educational program. However, it is well known that United States presidential elections have been decided based on a lower percent of eligible woters responding than is evidenced here and the results of those who did respond by voting.

There was agreement among the respondents, except the artists, that attempts were being made to provide students with similar experiences as those provided by the AIS program. Of the 89 artists surveyed here, 68 or 76% did not respond to this item.

Additional Findings

Training and Background in AIS When asked to indicate the approximate number of years the schools in which they had worked had offered the AIS program, the results were as follows. The principals indicated a mean of 4.83 years, the curriculum specialists 4.28 years, the teachers 3.27 years, and the artists 2.63 years. See Table 10.

Theatre was indicated by the highest percent of principals, curriculum specialists, and teachers when asked to indicate other AIS program areas with which they had been involved. Close behind were poetry and music. It should be noted that poetry, theatre and music,respectively, were the first programs offered to schools.

About 6% of the principals, 3% of the curriculum specialists, 7% of the teachers and 16% of the artists who responded indicated that their undergraduate preparation program included orientation to an AIS program.

About 7% of the principals, 12% of the curriculum specialists, 27% of the teachers and 42% of the artists who responded indicated that within the last five years they had elected to pursue further education in the arts.

When asked to indicate to what extent they thought an inservice training program in the integration of the AIS program into the curriculum would benefit them and the students, 48% of the principals, 54% of the curriculum specialists, 62% of the teachers, and 34% of the artists who responded indicated to a great extent or toward a great extent.

Results of the Parents Interviews Table 11 shows the results from the interviews with parents of some of the students surveyed.

It is recognized that the number of parents interviewed is small due to circumstances beyond the control of the Project Director; that is, parents' right to privacy and, thus, the schools reluctance to give out telephone numbers, parents unwillingness to grant interviews, etc.

Therefore, an added word of caution is offered here--the results may be biased to a greater degree than are those from the in-school surveys. Nevertheless, here is what was found.

Most of the parents interviewed did not know what the AIS program was. Of those that did not know what the AIS program was, a majority indicated that they would attend an orientation program on it.

Most of the parents indicated that their children had not told

TABLE 10

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Across Areas

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	4.83	2.42	92	16
	Curr. Spec.	4.28	2.41	98	17
	Teacher	3.27	2.44	117	6
	Artist	2.63	1.56	73	16

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	11	10
	Curr. Spec.	10	9
	Teacher	5	4
	Artist	1	1
DANCE	Principal	28	26
	Curr. Spec.	25	22
	Teacher	14	11
	Artist	1	1
FICTION-WRITING	Principal	2	2
	Curr. Spec.	2	2
	Teacher	1	1
	Artist	2	-
FILMMAKING	Principal	8	7
	Curr. Spec.	4	3
	Teacher	3	2
	Artist	-	-
MUSIC	Principal	30	28
	Curr. Spec.	41	36
	Teacher	23	19
	Artist	-	-
PHOTOGRAPHY	Principal	7	6
	Curr. Spec.	4	3
	Teacher	3	2
	Artist	-	-
POETRY	Principal	41	40
	Curr. Spec.	40	35
	Teacher	30	24
	Artist	2	2
THEATRE	Principal	67	62
	Curr. Spec.	73	63
	Teacher	47	38
	Artist	1	1

	Position	YES		NO	
		N	%	N	%
Did your undergraduate preparation program include orientation to an AIS program?	Principal	7	6	60	56
	Curr. Spec.	4	3	73	63
	Teacher	8	7	81	66
	Artist	14	16	36	40
Have you, within the last five years elected to pursue further education in the arts?	Principal	8	7	60	56
	Curr. Spec.	14	12	62	54
	Teacher	33	27	60	49
	Artist	37	42	13	15

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	26	24	26	24	13	12	3	3	1	1	39	36
	Curr. Spec.	43	37	19	17	9	8	3	3	4	3	37	32
	Teacher	41	33	34	28	9	7	4	3	6	5	29	24
	Artist	19	21	12	13	9	10	3	3	6	7	40	45

them about the AIS program presentation, except for those interviewed with children in photography, poetry and theatre (mothers only). Photography and poetry are long-term programs. Theatre usually is a one-time presentation, but has been offered over long periods of time also.

A majority of the parents did not think that as a result of the AIS program their children had shown more interest in school, attended similar presentations offered by community or professional groups, or engaged in related activities.

An almost equal number of parents indicated that the AIS program should be integrated into the regular curriculum (30) and the AIS program should be a separate, supplemental part of the regular curriculum (31).

When asked who should take the major responsibility for the integration of the AIS program, the artists were indicated most often by the parents, the teachers were next, and then the curriculum specialists and the principals.

Results of the School Board Member Interviews Of the six school board members, two indicated that the AIS program should be integrated into the regular curriculum, three indicated that the AIS program should become a separate but supplemental part to the regular curriculum and one indicated that "It should be an added dimension that is not pretested, posttested, etc.".

The two members who indicated that they thought the AIS program should be integrated into the regular curriculum also indicated that the curriculum specialists whould take the major responsibility for doing so.

The following are responses made by the school board members when asked the questions indicated and asked to comment on the AIS program:

1. What is your opinion of the AIS program?

   a. I think it's excellent. Some problems with some of the

TABLE 11

PARENT INTERVIEWS

		Do you know what the AIS Program is?		If an orientation session of AIS were offered would you attend?		Has your child told you about the presentations?		As a result of AIS, has your child shown more interest in school?		As a result of AIS, has your child attended similar presentations offered by community groups?		As a result of AIS, has your child attended similar presentations offered by professional groups?		As a result of AIS, has your child engaged in related activities?		Should this AIS Program be: A.)Integrated into the regular curr.? B.)A separate, but equal part? C.)A separate, but supplemental part?			Who should take the major responsibilit for doing the integration?			
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	A	B	C	P	CS	T	A
Archi.	Mother		2	2			2	1		1	1	1	1	1	1	1	1		1	1	1	1
	Father	1		1							1		1	1		1						
Dance	Mother	1	3	1	2	1	3	1	3	2	3	2	3	2	2	1	1	1	1	2	1	2
	Father		2		2		2		2		2		2		2	1	1			1	1	
Fiction	Mother		1	1			1		1		1		1	1		1				1		
	Father		1	1			1	1		1		1										
Film.	Mother																					
	Father																					
Music	Mother	4	13	11	4	6	10	3	14	1	16	1	16	3	14	4	3	7	1	2	5	2
	Father		4	1	3	1	3		4		4	1	3	1	3			4		1		
Photo.	Mother		1		1	1		1			1		1	1				1				
	Father		1		1		1											1	1			
Poetry	Mother	8	9	12	2	10	7	3	12	2	15	1	16	2	14	6	4	5	1	2	3	9
	Father	2	11	7	3	8	5	3	6	1	12	-	13	1	11	8	2	3	2	2	4	4
Theatre	Mother	3	11	9	2	7	7	2	11	3	11	1	3	4	9	6	2	6	4	4	4	7
	Father	-	4	1	3		4		4		4		4		4	1	1	2	1	1		1
TOTAL		19	63	49	23	34	46	15	57	11	71	8	62	17	60	30	15	30	12	17	19	2

44

arts. The first areas to lose standards were arts. Benefits outweigh problems.

b. I think it's good, a worthwhile program. My first exposure was in college.

c. I think it's excellent. Funding is lacking; we need more instruction in this area. Youngsters need proper balance--appreciation for the arts in all forms. Being exposed at elementary levels prepares for a lifetime foundation. History of the arts important to appreciation.

d. I think it's great. It's that one added dimension that all young people should have.

e. I'm in favor of the program. "Back to Basics" should include arts. Important to start at early age. Basic Education should include arts education.

f. I'm in favor of it. I'm a strong supporter of the arts.

2. What directions do you feel it should be taking?

a. Expand strings program to all of county. AIS should be in all the elementary schools. Financially impractical to do more than we're doing now.

b. If there is a way to expand it, that would be good. Arts Council working with the staff, it should go forward.

c. Have more of it. Expanding the program should inspire youngsters to consider the arts as career and find pleasure vocationally. Direct creativity of children.

d. That the programs get to all children; continuation of programs so that upper grade experiences build on earlier experiences. Extension into high school level; elective as to Program Area in H.S. I really think it's important for H.S. age, too.

e. I like it as it is. Emphasis should not be diminished. Should not become rote or too structured. Need to keep high quality of artists, but not limited to traditional--should include new art forms as well as very old. Should be different from what is included in regular curriculum. This assumes that the regular curriculum already includes the arts.

f. Keep what they have, and expand it if possible with budget limitations.

Please add any comments and/or recommendations you may have about the AIS Program.

a. Purpose of arts in school is to portray desirable characteristics that children should know about and be interested in. AIS should present an ideal, rather than a realistic reflection of life.

b. This program can give them culture they are not exposed to at home or elsewhere. I don't want to see the program stopped. I wish we had the money to expand the programs--to optimum of once a week per child.

c. Theatre presents learning situations, morals, positive attitudes that have enriching impact on children. Would like to see overall county plan to be very inclusive in curriculum, so that all children will really be exposed.

d. Directors of elementary and secondary levels work in a school system as large as ours. As far as preparation and followup, everybody should be doing this. It would be great if the artists' experiences could be planned into the overall curriculum county-wide, but this is idealistic, probably not realistic--resources not available without cutting into other important programs. I like the cooperative effort between governmental agencies.

e. Basic Education should include arts education. Should be open and free, unstructured. The curriculum should not determine what the offerings should be. There should definitely be arts in the curriculum, AIS should be separate and different.

f. The arts need to be special. If it were integrated into regular curriculum might become humdrum. Shouldn't have to compete with English and Mathematics. School system has committment to return to basics.

A copy of the survey sheet designed to interview the school board members is attached as Appendix D.

Conclusions, Discussion and Recommendations

Implementation Evaluation

Based on the opinions of the principals, curriculum specialists, teachers and artists, if the AIS Program Areas are to be integrated into the entire curriculum, work needs to be done relative to integrating these into mathematics, the natural sciences and the social sciences. Further evaluation of the extent to which, or indeed if at all, this is being done would probably benefit the decision makers.

The roles of the curriculum specialists were clear. However, the roles of the principals, artists and students in integrating the AIS Program Areas into the regular curriculum were not clear. Perhaps further evaluation is needed and/or role definitions are needed.

There appeared to be no major problems with the delivery of the AIS Program Areas presentations. Across respondent categories there was agreement that the program areas were delivered efficiently.

Based on the findings here, the principals and curriculum specialists might be encouraged to participate more in the program. However, there appeared to be evidence of great support for the AIS Program. Perhaps due to experiencing similar programs as students or observing the students' enthusiasm, and work, the principals and curriculum specialists can lend support without participating.

Progress Evaluation

Although the goals and program objectives have been explicated for the AIS Program Areas and, to a great extent they are being met, there is a need for development of program and instructional objectives that are clearly student based. It is recognized that there is, currently, a move toward a naturalistic inquiry approach to evaluation wherein observers are trained to enter schools and classrooms and record everything they see, thus, seemingly eliminating the need for precise objectives. (See Buba, 1978).

However, a combination of these approaches might best serve the students and other significant people in the school system. Basically, this would involve delineating measurable cognitive, affective and performance objectives for the students and implementation objectives that would be assessed in as objective a manner as possible and having trained classroom and school observers sytematically record what they observe in the classrooms and the schools. These could be principals, curriculum specialists, teachers,artists, students, or trained observers from outside the school.

An eclectic approach to progress evaluation, although more time consuming, should produce the most valid information upon which decision makers can make their decisions about the school's programs.

Across categories of respondents and AIS Program Areas, the message was very clear. Everyone, or almost everyone connected with the AIS Program thought it to be a worthwhile program and rates it very high overall. The AIS Program, apparently, assists them in feeling very good about themselves and positive toward schools. They are very much involved in the program and most perceive the funding to be satisfactory. Also, they thought that the AIS Program had affected the students' general achievement, the students' arts achievement, and the arts program. Products did result from the AIS Program and were being used, circulated, or observed. School personnel felt that attempts were being made to provide students with similar experiences as those provided by the AIS Program.

Personnel interviews, except the artists, indicated that they did not believe they were well oriented to or trained for the AIS Program. They, also, indicated that they thought a training program in the integration of the AIS Program into the curriculum would benefit them and the students. To remedy both the perceived lack of orientation and training problems, an inservice training program has been developed and will be offered to curriculum specialists during the second year of this project, school year 1981-1982. After attending the AIS Program the curriculum specialists may then offer similar programs to their school personnel.

Parents, also, indicated a need for an orientation to the AIS

Program. They indicated that they would attend such an orientation. Therefore, it is recommended that an AIS orientation presentation be designed for parents for that part of the AIS training program for school personnel be extended to include parents and to school board members who may wish to attend.

Although this evaluation was limited by time and money, the results have provided substantial information relative to the AIS Program and the extent to which it is being integrated into the curriculum, the roles of significant people involved, shifts in attitudes of students, and opinions of principals, curriculum specialists, teachers, artists, students, parents and school board members.

Further evaluations might focus on the extent to which student objectives within the cognitive, affective, and psychomotor domains are being met. However, the student objectives would have to be written first. That represents a great deal of time and money but highly regarded by this evaluation consultant as necessary for measuring the effectiveness of a program.

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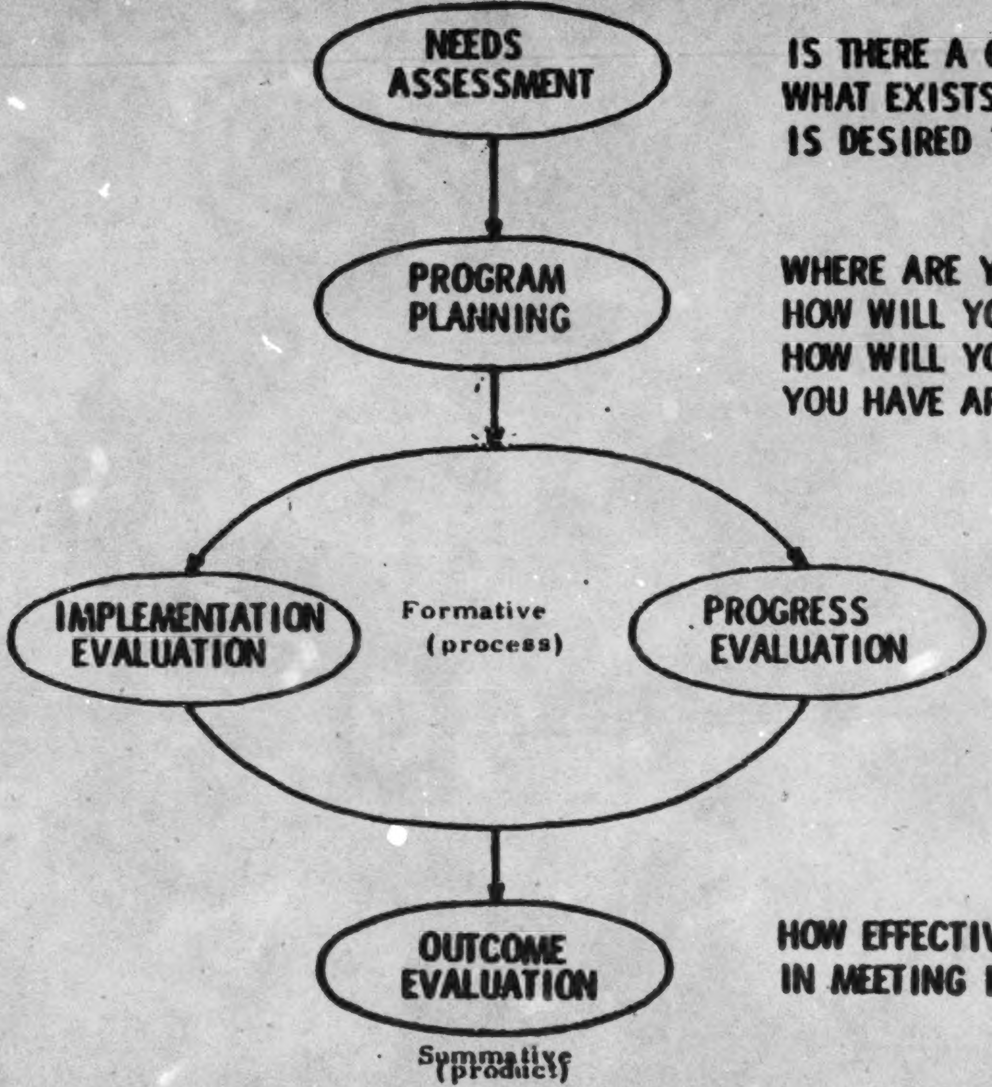
APPENDIX A

EVALUATION MODEL

EVALUATION MODEL



NEEDS ASSESSMENT

IS THERE A GAP BETWEEN WHAT EXISTS AND WHAT IS DESIRED ?

PROGRAM PLANNING

WHERE ARE YOU GOING ?
HOW WILL YOU GET THERE ?
HOW WILL YOU KNOW WHEN YOU HAVE ARRIVED ?

IS THE PROGRAM OPERATING AS PLANNED ?

IMPLEMENTATION EVALUATION

Formative
(process)

PROGRESS EVALUATION

IS THE PROGRAM MAKING PROGRESS TOWARD ITS OBJECTIVES ?

OUTCOME EVALUATION

HOW EFFECTIVE WAS THE PROGRAM IN MEETING ITS OBJECTIVES ?

Summative
(product)

The Relationship Between Needs Assessment, Program Planning, and Evaluation Stages with Key Questions

EVALUATION MODEL

The Center for the Study of Evaluation (CSE) at the University of California, Los Angeles has developed a model for educational evaluation which includes the following stages: Needs Assessment, Program Planning, Implementation Evaluation, Progress Evaluation, and Outcome Evaluation. The Center defines educational evaluation as the process of determining the kinds of decisions that have to be made; selecting, collecting, and analyzing the information needed in making these decision; and then reporting this information to the appropriate decision-makers.

The CSE model presents the five stages of evaluation in a logical sequence corresponding to the usual operation of an educational program. However, some of the stages may be overlapping in time. It is possible that decisions made at one point in a program may require repeating one or more of the preceding stages. The model, then, consists of recycling and feedback loops whereby the results of one stage of evaluation can serve as an impetus for another stage.

A brief description of each stage in the CSE Evaluation Model is given below. Included for each stage are the relevant decision area, the role of educational objectives, and the key questions to ask:

Needs Assessment involves stating potential educational goals or objectives, deciding which of these are of highest priority, and determining how well the existing educational program is meeting these objectives. The decision area relevant to Needs Assessment is problem selection. The major source of information provided by the evaluator in this stage is related to student achievement of objectives. The levels of educational objectives of concern in Needs Assessment usually are goals and general objectives.

Key Questions: Is there a gap between what exists and what is desired? What needs can you cite that justify the existence of this educational program?

Program Planning involves making decisions about the kinds of programs or combinations of programs that should be adopted to meet the problems identified in the Needs Assessment. Program selection is the decision area of concern. In the Program Planning stage, the evaluator provides information about possible means of achieving the specified program and instructional objectives.

Key Questions: What objectives will the program accomplish to meet the identified needs? Which program is most likely to meet its objectives? What kinds of information should be gathered in order to know if the program is meeting its objectives?

Implementation Evaluation focuses on whether the procedures specified in the program plan are carried out in the intended manner. Program operationalization is the relevant decision area. Objectives are not of critical importance in this stage.

Key question: Is the program operating as planned?

Progress Evaluation focuses on determining the extent to which the program is making gains toward achieving its program and instructional objectives. Objectives, therefore, are of major importance in this evaluation stage. Progress Evaluation is done continuously throughout the program's operation with the intent of improving the program.

Key question: Is the program making progress towards its stated objectives?

Outcome Evaluation leads to final judgments regarding the general worth of a total program in relation to its stated objectives. The critical decision area to program certification.

Key questions: How effective has the program been in meeting its objectives? What effect may the program be expected to have in the future?

APPENDIX B

BEST COPY AVAILABLE

DATA COLLECTION INSTRUMENT #2

Process Evaluation-Implementation

School Name ____________________ Date ____________________ Observer ____________________

AIS Program Area ____________________ Presentation ____________________

AIS Sub-Area ____________________

Position of person responding:

____PRINCIPAL

____CURRICULUM SPECIALIST

____TEACHER (please indicate type of class ____________)

____ARTIST (please indicate artist area ____________)

Approximately how many years has the person responding been involved in this AIS program? ____________________

QUESTION 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Please indicate on the scale provided the extent and any comments the interviewee may have under each area.

Curriculum Areas	To a Great Extent				Not at all
ART	5	4	3	2	1

Comments ____________________

MUSIC	5	4	3	2	1

Comments ____________________

LANGUAGE ARTS	5	4	3	2	1

Comments ____________________

MATHEMATICS	5	4	3	2	1

Comments ____________________

NATURAL SCIENCES	5	4	3	2	1

Comments ____________________

SOCIAL SCIENCES	5	4	3	2	1

Comments ____________________

OTHER AREAS
(Please specify. Also indicate AIS Program if there is a regular program in the school.e.g. filmmaking)

______________________________ 5 4 3 2 1

Comments ____

____

______________________________ 5 4 3 2 1

Comments ____

____

Please indicate any additional comments and/or observations you may have concerning the extent to which the AIS Program is being integrated into the regular curriculum.

____

____

____

____

____

____

____

____

____

____

QUESTION 2: WHAT ARE YOUR ROLES AND WHAT ARE THE ROLES OF THE FOLLOWING PERSONNEL IN INTEGRATING THIS AIS PROGRAM INTO THE REGULAR CURRICULUM?

Position of person responding:
_____Principal
_____Curriculum Specialist
_____Teacher (please indicate type of class ______________________________)
_____Artist (please indicate artist area ______________________________)

Please indicate by checking applicable roles for each personnel category shown. Add roles as needed and check their appropriate personnel categories.

ROLES	Prin.	Curr. Spec.	Tchrs.	Students	Artists	Others
1. Provides technical assistance.						
2. Work with others to integrate program into regular curriculum. (Specify category____________________ ______________________________)						
3. Evaluates the extent to which the AIS program area has been integrated into the regular program.						
4. Plans ways to intergrate the AIS program area into the regular curriculum.						
5. Attempts to intergrate AIS program areas into regular curriculum areas.						
6. Other____________________ (please specify roles and indicate related personnel categories________ ______________________________)						
7. Other ____________________ ______________________________ ______________________________ ______________________________						
8. Other ____________________ ______________________________ ______________________________ ______________________________						
9. Other ____________________ ______________________________ ______________________________ ______________________________						

Please indicate any comments and/or observations you may have on your roles in integrating this AIS program area into the regular curriculum. (On back of sheet.)

QUESTION 3: To what extent is this AIS Program Area being delivered efficiently?

This is (please check one) ________ an interview ______ an observation

Position of person responding:
____ PRINCIPAL
____ CURRICULUM SPECIALIST
____ TEACHER (please indicate type of class ________________)
____ ARTIST (please indicate artist area ________________)

____ OBSERVER

Please indicate on the scale provided the extent and any comments you may have.

OPERATIONS	Very Efficient		Not at all efficient		
1.) Artists moving in and out of school: Comments ________	5	4	3	2	1
2.) School's choice of performance place: (If not efficient, please indicate reasons, e.g. acoustics, etc.) Comments ________	5	4	3	2	1
3.) School's readiness of performance area: (If not efficient, please indicate reasons, e.g.unclean, etc.) Comments ________	5	4	3	2	1
4.) Student discipline by the school personnel: (i.e. teachers, aid, counselor, etc.) Comments ________	5	4	3	2	1
5.) Others (please specify) ________ Comments ________	5	4	3	2	1
6.) Others ________ Comments ________	5	4	3	2	1
7.) Others ________ Comments ________	5	4	3	2	1

Other Comments:

QUESTION 4: WHAT ARE YOUR ROLES AND WHAT ARE THE ROLES OF THE FOLLOWING PERSONNEL IN THE MECHANICS OF DELIVERING THIS AIS PROGRAM AREA?

Position of person responding:

_____Principal

_____Curriculum Specialist

_____Teacher (please indicate type of class________________________)

_____Artist (please indicate artist area ________________________)

Please indicate by checking applicable roles for each personnel category shown. Add roles as needed and check their appropriate personnel categories.

ROLES	Prin.	Curr. Spec.	Teachers	Students	Artists	Others
1. Provides technical assistance.						
2. Participates in program.						
3. Observes the artist at work.						
4. Observes the students working with the artists.						
5. Observes the students' work that results from this AIS Program Area.						
6. Other ____________ (please specify role and indicate related personnel category) ____________						
7. Other ____________						
8. Other ____________						
9. Other ____________						

Please indicate any comments and/or observations you may have on your roles in delivering this AIS Program Area ________________________

INSTRUMENT #4 — SUMMARY REPORT FORM

School Name ______________________ Date ______________________

AIS Program Area ______________ (Sub-Area ______________) Ob. __________

HE OBSERVER: Please use this form to report your major findings in each of the following areas. Please note that it is this form that should include any and all of your major comments and observations.

I. BRIEFLY DESCRIBE PRESENTATION SETTING.

A. First Comment: ______________________

B. Second Comment: ______________________

C. Third Comment: ______________________

D. Fourth Comment: ______________________

II. MAJOR COMMENTS FROM:

A. Principal:

Comment #1 ______________________

Comment #2 ______________________

Comment #3 ______________________

B. Curriculum Specialist:

Comment #1 ______________________

Comment #2 ______________________

Comment #3 ______________________

C. Teacher(s):

Comment #1 ______________________

Comment #2 ______________________

Comment #3 ______________________

D. Artist(s)

Comment #1 ______________________

Comment #2 ______________________

Comment #3 ______________________

E. Students

Comment #1 ______________________

Comment #2 ______________________

Comment #3 ______________________

F. Others (please specify ______________________)

Comment #1 ______________________

Comment #2

Comment #3

G. Others (please specify)

Comment #1

Comment #2

Comment #3

III YOUR OBSERVATIONS CONCERNING:

A. Principal

Observation #1

Observation #2

Observation #3

B. Curriculum Specialist

Observation #1

Observation #2

Observation #3

C. Teacher(s)

Observation #1

Observation #2

Observation #3

D. Artist(s)

Observation #1

Observation #2

Observation #3

E. Students

Observation #1

Observation #2

Observation #3

F. Others (please specify)

Observation #1

Observation #2

Observation #3

G. Others (please specify)

Observation #1

Observation #2

Observation #3

IV. YOUR OBSERVATIONS AND COMMENTS CONCERNING THE EXTENT TO WHICH THE AIS PROGRAM IS INTEGRATED INTO THE REGULAR CURRICULUM:

Comment #1

Comment #2

Comment #3

V. YOUR OBSERVATIONS AND COMMENTS CONCERNING THE EXTENT TO WHICH THE AIS PROGRAM IS BEING DELIVERED EFFICIENTLY:

Comment #1

Comment #2

Comment #3

VI. YOUR OPINION ON THE OVERALL EFFECTIVENESS OF THIS PROGRAM:

Opinion #1

Opinion #2

Opinion #3

INSTRUMENT #-: OBSERVATION

School Name ______________________ AIS Program Area ______________________

Date ______________ Observer ______________

TO WHAT EXTENT IS THIS AIS PROGRAM AREA BEING DELIVERED EFFICIENTLY?

Please indicate on the scale provided the extent and any comments you may have.

OPERATIONS	Very Efficient				Not at all Efficient
1.) Artist moving in and out of school:	5	4	3	2	1

Comments ____

____

2.) School's choice of performance place: (If not efficient, please indicate resons, e.g. acoustic, etc.)	5	4	3	2	1

Comments ____

____

3.) School's readiness of performance area: (If not efficient, please indicate reasons, e.g. unclean, etc.)	5	4	3	2	1

Comments ____

____

4.) Student discipline by the school personnel: (i.e. teachers,aid, counselor, etc.	5	4	3	2	1

Comments ____

____

5.) Others (please specify ____________	5	4	3	2	1

Comments ____

____

6.) Others (please specify) ____________	5	4	3	2	1

Comments ____

____

Other Comments:

INSTRUMENT #1: ATTITUDE SCALE

Date ____________________ Please check one: _____ Pre _____ Post _____ Delayed Post

Have you seen this presentation before? (Please check one) _____ Yes _____ No

Have you seen any AIS presentation before? ___ Yes (Please specify) ____________________

___ No

NAME ____________________________

SCHOOL ____________________________

GRADE ______________ AGE __________

TEACHER ____________________________

AIS AREA ____________________________

AIS SUB-AREA ____________________________

Today I would like you to think about yourself, your school, and your schoolwork and how you feel about yourself, your school, and your schoolwork. The things you tell me will not be used in any way to give you a grade. Also, there are no right or wrong answers to the things I am going to ask you.

On the next three pages you will find a list of words which mean the opposite of each other. An example of these words is

HAPPY SAD

At the top of each page you will read a word or some words, for example, Myself. If you feel that you are always happy with yourself, place an X in box 1. If you feel you are not always happy with yourself but are happy most of the time, place an X in box 2. If you feel you are sometimes happy and sometimes sad with yourself, place an X in box 3. If you feel you are not always sad but sad most of the time with yourself, place an X in box 4. If you feel you are always sad with yourself, place an X in box 5. However, if you feel you cannot answer anything, place an X in box 3. For each of the words on the next pages, try to think about how you really feel about the school word at the top of the page and mark your answer so it is as close to how you feel as possible. Mark only one answer for each pair of words. Make sure your answer is in the box, not outside the box.

If you do not understand these directions or the words, please raise your hand and we will figure them out together.

Don't forget that I will need you to come back to me again right after you see the performance.

Observer ____________

Myself

	1	2	3	4	5	
HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
SAD	ALWAYS SAD	MOST ALWAYS SAD	SAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

School and Me

	1	2	3	4	5	
HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
BAD	ALWAYS BAD	MOST ALWAYS BAD	BAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

Photography and Me

	1	2	3	4	5	
HAPPY	ALWAYS HAPPY	MOST ALWAYS HAPPY	HAPPY SOMETIMES SAD	MOST ALWAYS SAD	ALWAYS SAD	SAD
QUIET	ALWAYS QUIET	MOST ALWAYS QUIET	QUIET SOMETIMES LOUD	MOST ALWAYS LOUD	ALWAYS LOUD	LOUD
SAD	ALWAYS SAD	MOST ALWAYS SAD	SAD SOMETIMES GOOD	MOST ALWAYS GOOD	ALWAYS GOOD	GOOD
SLOW	ALWAYS SLOW	MOST ALWAYS SLOW	SLOW SOMETIMES FAST	MOST ALWAYS FAST	ALWAYS FAST	FAST
NICE	ALWAYS NICE	MOST ALWAYS NICE	NICE SOMETIMES AWFUL	MOST ALWAYS AWFUL	ALWAYS AWFUL	AWFUL
BIG	ALWAYS BIG	MOST ALWAYS BIG	BIG SOMETIMES SMALL	MOST ALWAYS SMALL	ALWAYS SMALL	SMALL
CRUEL	ALWAYS CRUEL	MOST ALWAYS CRUEL	CRUEL SOMETIMES KIND	MOST ALWAYS KIND	ALWAYS KIND	KIND
WEAK	ALWAYS WEAK	MOST ALWAYS WEAK	WEAK SOMETIMES STRONG	MOST ALWAYS STRONG	ALWAYS STRONG	STRONG
FAIR	ALWAYS FAIR	MOST ALWAYS FAIR	FAIR SOMETIMES UNFAIR	MOST ALWAYS UNFAIR	ALWAYS UNFAIR	UNFAIR
HIGH	ALWAYS HIGH	MOST ALWAYS HIGH	HIGH SOMETIMES LOW	MOST ALWAYS LOW	ALWAYS LOW	LOW
DISLIKE	ALWAYS DISLIKE	MOST ALWAYS DISLIKE	DISLIKE SOMETIMES LIKE	MOST ALWAYS LIKE	ALWAYS LIKE	LIKE
HARD	ALWAYS HARD	MOST ALWAYS HARD	HARD SOMETIMES EASY	MOST ALWAYS EASY	ALWAYS EASY	EASY

STUDENT INTERVIEW

School Name ______________________ Date __________ Grade(s) __________

Age(s) ______________________ AIS Area __________ Sub-area __________

Presentation ______________________ Observer __________

1.) Pretend that I'm your mother (father) and you are telling me about the __________ (Observer: fill in proper AIS Area) you just saw or did. (Observer: give as little information as possible. However, if the students seem reluctant to respond, try to illicit some response.)

G=

B=

2.) Did you know that __________ (fill in proper AIS Area) was going to be in your school today? (Observer: please indicate how many said yes and how many said no.)

3.) How did what you just saw/did make you feel about yourself?

4.) How did what you just saw/did make you feel about school?

5.) How did what you just saw/did make you feel about __________?(fill in proper AIS Area)

SURVEY OF PARENTS' OPINIONS OF THE ARTISTS-IN-THE-SCHOOLS PROGRAM

Interview via Telephone PHONE NUMBER ______________________________

1.) Student Name ______________________________ 2.) School ____________________________

3.) AIS Program area Student experienced __________________________ Sub-area ________
Title of Presentation ______________________________________
(If parent indicates that this student has experienced more than one AIS area, please use a separate survey sheet for each area experienced.)

* * *

When contact has been made say:

"MY NAME IS ____________ FROM THE ARTS COUNCIL OF TAMPA-HILLSBOROUGH COUNTY AND I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT THE ARTISTS-IN-THE-SCHOOLS PROGRAM PRESENTATION THAT ______________________ (ATTENDED WITHIN THE LAST FEW WEEKS AT SCHOOL) (HAS BEEN INVOLVED IN FOR THE LAST FEW WEEKS.) WE ARE VERY INTERESTED IN YOUR OPINIONS. I WOULD LIKE TO TALK TO BOTH YOU AND YOUR (HUSBAND)(WIFE). THIS WILL TAKE ABOUT FIVE MINUTES EACH. DO YOU AND YOUR (HUSBAND)(WIFE) HAVE TIME TO TALK WITH ME NOW?"

If the parent says yes then go on with the survey. If the parent says no then try to set a time to call back later. Please use a separate survey sheet for the father and mother.

SURVEY QUESTIONS: This respondent is the student's father_____ mother_____

1.) A. Do you know what the Artists-in-the-School's Program is? yes___ no___

If yes go to question 2.

B. If the parent says NO then ask: If an orientation session on the AIS Program were offered would you attend? yes___ no___

If the parent says yes ask:

C. What time of day would be best for you to attend an orientation?
___morning ___afternoon ______evening

D. Would you and your spouse both attend? yes___ no___

BRIEFLY DESCRIBE THE AIS PROGRAM TO THE PARENT.

* * *

2.) A. Your child has (attended a)(been involved in) (a(an) ____________________
Name of AIS Area
(presentation)(experience). Has (he)(she) told you about it? yes___ no___

B. If yes, what did (he)(she) say? ______________________________________
____
____

3.) As a result of (attending a) (being involved in) the ______________________________
Name of AIS presentation
has your child:

A. Shown more interest in school? yes___ no___
B. If YES: how do you know: ______________________________
____
C. Attended similar presentations offered by community groups? yes___ no___
D. If YES: what are they: ______________________________
____
E. Attended similar presentations offered by professional groups? yes___ no___
F. If YES: what are they: ______________________________
____
G. Engaged in related activities? yes___ no___
H. If YES: what are they: ______________________________
____

****

4.) Should this AIS Program Area ____________________:

A. Be integrated into the regular curriculum? yes___ no___
B. Become a separate but equal part of the curriculum similar to math or reading? yes___ no___
C. Become a separate but supplemental part to the regular curriculum? yes___ no___

5.) If you believe that the AIS Program should be integrated into the regular curriculum who should take the major responsibility for doing so?
___Principal ___Curriculum Specialist ___Teacher ___Artist

Please make any comments and/or recommendations you may have about the AIS Program
____
____
____
____

Thank you for your cooperation.

INTERVIEWER COMMENTS: ______________________________
____
____
____
____
____
____
____
____

SURVEY OF SCHOOL BOARD MEMBERS OPINION OF THE ARTISTS-IN-THE-SCHOOL PROGRAM

Interview in Person

School Board Member's Name ______________________________

1.) What is your opinion of the AIS Program?

2.) What directions do you feel it should be taking?

3. Should the AIS Program:

A. Be integrated into the regular curriculum?

B. Become a separate but equal part of the curriculum similar to math or reading?

C. Become a separate but supplemental part to the regular curriculum?

4.) IF THE BOARD MEMBER ANSWERED YES TO A ABOVE, THEN ASK:

To what extent do you believe the AIS Program should be integrated into the regular curriculum?

A.	Art	To a great extent	5	4	3	2	1	Not at all
B.	Music		5	4	3	2	1	
C.	Language Arts		5	4	3	2	1	
D.	Mathematics		5	4	3	2	1	
E.	Natural Sciences		5	4	3	2	1	
F.	Social Sciences		5	4	3	2	1	
G.	Other (please specify and rate)		5	4	3	2	1	
	______________________		5	4	3	2	1	

5.) If you believe that the AIS Program should be integrated into the regular curriculum who should take the major responsibility for doing so?

___Principal ___Curriculum Specialist ___Teacher ___Artist

Please add any comments and/or recommendations you may have about the AIS program.

Thank you for your cooperation.

INTERVIEWER: Please add your comments on the back of this sheet.

INDIVIDUAL PROGRAM AREA EVALUATION: Architecture

School Name____________________ Architect's Name____________________

Date________________ Grade Observed__________ Observer_______________

****

1. Was the presentation appropriate to the age of the class? ___Yes ___No Comments____

2. Does the architect explain technical terms appropriate to the children's age level? ___Yes ___No Comments______________________________

3. Does the architect have the children participate in the planning of an activity in architecture? ___Yes ___No Comments_______________________

4. Are the children properly motivated and stimulated to complete a project in architecture? ___Yes ___No Comments__________________________

5. Are the projects appropriate to the children's learning level? ___Yes___No Comments____

6. Does the architect help individual children recognize in their own experiences an emotional core from which their creativity is fostered and artistic expression is demonstrated? ___Yes ___No Comments________________

7. Does the teacher follow through on the projects? ___Yes ___No Comments___

General Observations ____

INDIVIDUAL PROGRAM AREA EVALUATION: Dance

School Name ______________________ Artist ______________________
Date ______________ Grade observed ______________ Observer ______________

1.) Was the presentation appropriate to the age of the class (es)? ___yes ___no Comments ___

2.) Were the students provided with opportunities to see live professional dance performances? ___yes ___no Comments ___

3.) Were in-class workshops provided by professional dancers and geared to assist the students gain greater understanding of the professional dancers' work? ___yes ___no Comments ___

4.) Were students provided with opportunities to communicate with professional dancers in an attempt to assist the students in beginning to appreciate the knowledge, techniques and self-discipline inherent in dance? ___yes ___no Comments ___

5.) Were the students provided with opportunities to relate dance to other movement forms? ___yes ___no Comments ___

6.) Were the students provided with opportunities to dance and express themselves through movement ? ___yes ___no Comments ___

7.) Was dance related to the on-going curriculum? ___yes ___no. In what way? ___
Comments ___

8.) Were the students encouraged to further pursue their interest in dance? ___yes, by the artist; ___yes, by the teacher; ___yes, by both; ___no. Comments ___

9.) Were the students provided with opportunities to become familiar with specific dance forms, ballet, modern, jazz, folk, in an attempt to assist them in distinguishing the various dance forms? ___yes ___no Comments ___

10.) Did the students seem to develop greater awareness and appreciation of dance as an art form? ___yes ___no Comments ___

Other Comments:

INDIVIDUAL PROGRAM AREA EVALUATION: Fiction Writing

School Name ______________________________ Artist ______________________________

Date ______________________ Grade Observed ____________ Observer ________________

.) Was the presentation appropriate to the age of the class? ___yes ___no Comments ________

2.) Do the presentations ___yes ___no, activities ___yes ___no, and assignments ___yes ___no, exceed the usual classroom program? Comments ______________________

3.) Do the students write either during the artist's session ___yes ___no, or afterwards ___yes ___no along creative lines suggested by him or her? Comments ______________

4.) Do the students present imaginative ___yes ___no creative ___yes ___no, non-discursive ___yes ___no ideas in their writing? Comments ______________________

5.) Does the writer stress the contribution of knowledge to creative imagination? ___yes ___no Comments ______________________

6.) Does the writer reward evidences of cognitive background in students creations? ___yes ___no Comments ______________________

7.) Does the teacher remain with the group ___yes ___no, and participate ___yes ___no in the classroom sessions? Comments ______________________

TERVIEW POINTS:

1.) Does the teacher link cognitive classroom experiences with creative production based on the writer's presentations? ___yes ___no Comments ______________________

2.) Does the teacher utilize and build on the insights from the writer's class? ___yes ___no Comments ______________________

3.) Does the writer ___yes ___no, and teacher ___yes ___no make connections between the fiction students read and the stories the writer creates? Comments ______________________

4.) Does the teacher attempt to apply insights from the writer's presentations in later literature classes? ___yes ___no Comments ______________________

5.) Do the writers work with both teachers and students ? ___yes ___no Comments ____________

Other Comments:

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INDIVIDUAL PROGRAM AREA EVALUATION: Music

School Name ______________________ Date ______________________

Presentation ______________________ Sub-area ______________ Observer ______________

1.) Did all students in K-3 in the school attend this concert? ____yes ____no

Comments= ______________________

2.) Have the students demonstrated (verbally____ or in writing____) a familiarity with the families of instruments of the symphony orchestra? ____yes ____no

Comments ______________________

3.) Have the students demonstrated (verbally____, or in writing____) a knowledge of the ranges and capabilities of the instruments? ____yes ____no

Comments ______________________

4.) Was time provided for the students to talk with the performers? ____yes ____no

Comments ______________________

5.) Did the students talk with the performers? ____yes ____no

Comment s ______________________

6.) Have the students indicated that they would like to attend more concerts of this sort? ____yes ____no Comments ______________________

INDIVIDUAL PROGRAM AREA EVALUATION: Photography

School Name ______________________ Artist ____________________ Grade ______________

Date ____________________ Observer ____________________

****

ARTS COUNCIL OBJECTIVES:

1.) To encourage students to express themselves with photography. 2.) To give these students the opportunity to work regularly with a professional photographer and become familiar with the techniques, equipment, and processes of photography. 3.) To encourage these students to use cameras as "extra eyes" to examine themselves, their peers, and their environment. 4.) To give students the opportunity to learn cognitive skills in a differnet and exploratory way. 5.) To correlate knowledge gained in language arts, science and social studies classes with the use of camera and developing equipment. 6.) To develop a greater awareness and appreciation of the art of photography.

TO THE OBSERVERS: Please study the above objectives stated by the Arts Council. In the space provided below and on the back of this sheet, describe the extent to which you feel the objectives are being met, which you may determine either by your observations, or by interviewing the personnel involved in this program. (Example: You will want to ask the teacher whether or not s/he received guidelines and in what way s/he is using them or the artists presentations with the on-going curriculum.) Please describe not only the extent to which you feel the objectives are being met, but in what ways.

INDIVIDUAL PROGRAM AREA EVALUATION: Creative Drama

School Name ______________________________ Artist ______________________________

Date ______________________ Grade Observed ______________ Observer ________________

****

Objective: To encourage students to create their own theatre presentations based on their experiences.

Definition: Creative drama is the group creation of plays under the guidance (not direction) of a trained leader, using the theatrical techniques of pantomime and voice improvisation. Activities might include the following:

1. Pantomime
2. Movement and rhythms related to role taking or playing
3. Dramatic play
4. Theatre games
5. Voice improvisations
6. Story dramatization
7. Choral speaking
8. Role playing

Note for Observer: Whatever the activity, a creative drama class must involve ACTING OUT SOMETHING improvisationally. It is not the same as an acting class where attention is paid to individual technique. It is also a group, not a solo art. Solos, taking turns would be offered only in advanced stages. Creative drama is PROCESS ORIENTED. The teacher is concerned with helping children develop their talents through the process of drama, and is not concerned with producing a product for an audience, although sometimes a product results.

Some of the questions below may have to be answered through interviewing the teacher or the artist:

1.) Was the presentation appropriate to the age of the class? __yes __no Comments _____

2.) Did the teacher remain in the classroom during the presentation? __yes __ No Comments __

3.) To what extent do the students act out something in class?
Most of the time____ Half of the time _____ Hardly any______
Comments ____

4.) Did groups act out something in class? __yes __no Comments ________________

5.) To what extent did solo performances take precedence in class? 5 4 3 2 1(Not at all)
Comments ____

6.) Do students use their own ideas as subjects of their dramas or scenes? __yes __no
Comments ____

7.) Do students create their own plays? __yes __no Comments ____________________

8.) Do students create plays based on their own experiences? __yes __no Comments ________

9.) Do students create plays based on literary sources? __yes __no Comments ________

10.) To what extent is the class related to the on-going curriculum? A great deal 5 4 3 2 1 No
Into what areas of the curriculum was the AIS Program integrated? ____________

For each area, please comment on the degree of integration: ____________

11.) Was the class well organized? __yes __no Comments ____________________

12.) Generally speaking, rate the class: Excellent Good Fair Poor Comments ________

Comment on the class you observed, based on items listed in the definition above or any other:

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INDIVIDUAL PROGRAM AREA EVALUATION: Theatre

School Name ______________________ Presentation ______________________

Date ______________________ Grades involved ______________________ Observer ______________________

DURING THE PERFORMANCE:

Was the performance appropriate to the age of the audience? ___yes ___no Comments ______________________

To what extent did the performers relate with the audience during the show?

To a great degree 5 4 3 2 1 Not at all

Comments ______________________

To what extent did the audience pay attention to the artists during the performance?

To a great degree 5 4 3 2 1 Not at all

Comments ______________________

To what extent did the audience appear to empathize with the performers? (NOTE: This question relates to the degree of identification exhibited by the audience in terms of laughter, crying, sudden jerks of head to see something, rising to see better, calling out to an actor to "stop" an act which is dangerous, such as Snow White biting the poison apple, etc.)

To a great degree 5 4 3 2 1 Not at all

Comments ______________________

To what extent does the performance demonstrate an example of high quality theatre? (This will be a value judgement by you the observer.)

To a great degree 5 4 3 2 1 Not at all

Comments ______________________

AFTER THE PERFORMANCE:

Into what areas of the regular curriculum was the performance integrated? ______________________

For each area, please comment on the degree of integration: ______________________

To what extent are in-class workshops given before/after the performance"

Before: All Classes Some Classes No Classes An All-Audience Workshop

After: All Classes Some Classes No Classes An All-Audience Workshop

Do members of the regular cast and crew conduct workshops? ___yes ___no If yes, state how many ______________________ If no, explain ______________________

To what extent do in-class workshops appear to give students a greater understanding of the performance or theatre as an art?

To a Great Degree 5 4 3 2 1 Not at all

Comments ______________________

To what extent are workshops taught well by artists:

ORGANIZATION: Very Well Organized 5 4 3 2 1 Not at all organized

MANAGEMENT OF CLASS: Very Well Managed 5 4 3 2 1 Not managed well at all

Did they teach about theatre? ___yes ___no

Did they teach about the subject of the play? ___yes ___no

INTERVIEW POINTS:

Did the teacher receive study guides 1 month prior to performance? ___yes ___no

To what extent were the study guides used by teachers prior to the performance? (NOTE: You will need to ask teachers about their use of the study guides and then make a perceptive judgement using these percentages: About 25%--About 50%--About 75%--About 100%)

____

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INDIVIDUAL PROGRAM AREA EVALUATION (Poetry)

School Name ______________________________ Poet Name ______________________________

Date ______________________ Grade observed ______________________ Observer __________

* * *

Does the artist use (__yes__no), define (__yes__no), and exemplify (__yes__no) various poetic terms? Comments ______________________________

Does the artist explain (__yes__no), exemplify (__yes__no) and demonstrate (__yes__no) various types of poetry? Comments ______________________________

Does the artist clarify the heightened, focused, and intensified, purposefully emotional, and emotive use of language as the main characteristic of poetic language in contrast with every-day language? __yes __no Comments ______________________________

Does the artist permit students to write poetry during his/her sessions? __yes __no Comments ______________________________

Does the artist aim the presentation at stimulating student production? __yes __no Comments ______________________________

Does the artist help students understand that in most poems there is a base of "paraphrasable content" upon which the emotive, tonal, and intentional meanings are built? __yes __no Comments ______________________________

Does the artist help students recognize in their own experiences the emotional core from which ineffable experiences lead to artistic expression? __yes __no Comments ______________________________

Does the teacher remain with the students and participate in the poets in the schools experience? __yes __no Comments ______________________________

* * *

Was the presentation appropriate to the age of the class? __yes __no Comments ______________________________

* * *

INTERVIEW POINTS:

Does the classroom teacher reinforce the terms related to poetry and the knowledge of poetic forms introduced by the poet? __yes __no Comments ______________________________

Does the teacher follow up with opportunities for creativity based on the artist's presentation? __yes __no Comments ______________________________

Does the teacher enable students to develop traditional cognitive skills during opportunities for creative expression? __yes __no Does the development of cognitive skills promote or inhibit creative expression? Comments ______________________________

Does the teacher record, develop, and promote activities based on the presentation? __yes __no Comments ______________________________

* * *

General observation comments ______________________________

APPENDIX C: Results by AIS Program Area

Architecture

Subjects

Of the total in-school surveys made (951), those for architecture (33) represent 3.47%. The numbers of respondents by category are: principals - 4, curriculum specialists - 4, teachers - 3, artists - 4, and students - 18. In addition, three parents, two mothers and one father were surveyed via telephone. These parents were among those of students who were selected at random to have their parents surveyed.

Implementation Evaluation

Since the number of adult, in-school respondents is very low, one should use caution in interpreting the findings for this AIS area.

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table A1 reflects that the respondents across categories appear to agree that art is being integrated into mathematics and it is not being integrated into music. For the remainder of the curriculum areas, there is no clear indication for either direction.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: Table A2 shows that the respondents across categories agreed that the roles of curriculum specialists include evaluating the extent to which this AIS Program Area has been integrated into the regular curriculum. There is agreement among the principals, artists and the curriculum specialists themselves that they provide technical assistance, work with others to integrate the program into the regular curriculum and plan ways and attempt to integrate this AIS Program Area into the regular curriculum.

TABLE A-1

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Architecture

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/R
			5		4		3		2		1		$\overline{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P		2	50	-	-	2	50	-	-	-	-	4.00	1.16	
	CS		2	50	2	50	-	-	-	-	-	-	4.50	.58	
	T		2	100	-	-	-	-	-	-	-	-	4.00	.00	
	A		-	-	1	33	2	67	-	-	-	-	3.33	.58	
Music	P		-	-	1	25	1	25	-	-	2	50	2.25	1.50	
	CS		-	-	-	-	1	33	-	-	2	67	1.67	1.16	
	T		-	-	-	-	-	-	-	-	1	100	1.00	.00	
	A		-	-	-	-	-	-	1	33	2	67	1.33	.58	
Language	P		-	-	1	25	2	50	1	25	-	-	3.00	.82	
	CS		-	-	2	67	1	33	-	-	-	-	3.67	.58	
	T		-	-	1	50	1	50	-	-	-	-	3.50	.71	
	A		1	33	1	33	-	-	1	33	-	-	3.67	1.53	
Mathematics	P		1	25	2	50	1	25	-	-	-	-	4.00	.82	
	CS		2	50	1	25	1	25	-	-	-	-	4.25	.96	
	T		2	100	-	-	-	-	-	-	-	-	5.00	.00	
	A		2	67	1	33	-	-	-	-	-	-	4.67	.58	
Natural Sciences	P		-	-	1	25	3	75	-	-	-	-	3.25	.50	
	CS		1	25	2	50	1	25	-	-	-	-	4.00	.82	
	T		-	-	3	100	-	-	-	-	-	-	4.00	.00	
	A		1	33	2	67	-	-	-	-	-	-	4.33	.58	
Social Sciences	P		-	-	3	75	1	25	-	-	-	-	3.75	.50	
	CS		2	50	1	25	-	-	-	-	1	25	3.75	1.89	
	T		-	-	-	-	2	100	-	-	-	-	3.00	.00	
	A		1	33	1	33	1	-	1	33	-	-	3.67	1.53	

TABLE A2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Architecture

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	-	-	2	50	1	25	-	-	1	25
	CS	2	50	4	100	3	75	1	25	3	75
	T	1	33	1	33	2	67	-	-	3	100
	A	1	33	2	67	2	67	1	33	3	100
Works with others to integrate program into regular curriculum.	P	2	50	3	75	2	50	1	25	-	-
	CS	2	50	3	75	4	100	-	-	2	50
	T	1	33	1	33	2	67	-	-	2	67
	A	1	33	3	100	1	67	-	-	-	-
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	3	75	4	100	4	100	-	-	-	-
	CS	3	75	4	100	2	50	1	25	2	50
	T	1	33	3	100	3	100	1	33	1	33
	A	1	33	3	100	3	100	-	-	1	33
Plans ways to integrate the AIS program into the regular curriculum.	P	1	25	4	100	4	100	-	-	1	25
	CS	-	-	4	100	4	100	-	-	2	50
	T	-	-	1	33	2	67	-	-	1	33
	A	1	33	3	100	2	67	-	-	2	67
Attempts to integrate AIS program areas into regular curriculum.	P	1	25	3	75	4	100	-	-	1	25
	CS	-	-	2	50	4	100	-	-	2	50
	T	1	33	1	33	3	100	-	-	1	33
	A	1	33	2	67	3	100	-	-	2	67

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

There seems to be agreement that the teachers, also, fulfill these roles except that only one principal indicated that he/she thought the teachers provide technical assistance. There was agreement that the students did not serve in any of these roles.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

Findings: Table A3 indicates that there is agreement among the respondents for the most part, that there was efficiency when the artists moved in and out of the school, the schools had the performance areas ready, and student discipline by the school personnel was efficient.

Question 4: What are the roles of the in-school respondents in delivering this AIS Program Area?

Findings: Table A4 reflects that the respondents agreed, for the most part, that the principals observe the students' work that results from this AIS Program Area. The respondents agreed that the curriculum specialists observe the artist at work, observe the students working with the artists, and observe the students work that results from this AIS Program Area. Agreement among the respondents was fairly high as far as the roles of the teachers were concerned, that is, teachers provide technical assistance, participate in the program as well as observing the artist at work, the student working with the artists, and the students' resultant works.

As might be expected there as agreement among the adult respondents that the students participate in this program, observe the artist at work, and do not provide technical assistance.

Progress Evaluation

Question 1: To what extent are the objectives explicated for this AIS Program Area being met?

Findings: No data were collected for this question.

Question 2: To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

Findings: Results are included under Question 5.

Question 3: Are the architecture presentations appropriate for the ages of the students involved?

Findings: No data were collected for this question for this program.

Question 4: Are there changes in the student's attitudes toward self, school, and this AIS Program Area after this AIS presentation?

Findings: Comparisons of total scale results--posttest with pretest, delayed posttest with pretest, and delayed posttest with posttest--indicate that there were minor positive shifts in the student's attitudes toward themselves, school and architecture. However, none of these were statistically significant at or below the .05 level of significance. Tables 7A, 7B and 7C reflect the total scale results. Tables A4, A5, A6 and A7 show comparisons of results by scale items.

Question 5: What are the opinions of principals, curriculum specialists, teachers and artists about the progress of this AIS Program Area?

Findings: Table A8 shows the results of the opinions of the principals, curriculum specialists, teachers and artists on various aspects of this AIS Program Area

There is a high level of agreement among the respondents about these aspects. Attention is directed to the artists' opinion on the degree to which this AIS area has affected the general community. A low degree was indicated.

TABLE A1

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS Area: Architecture

Operation	# Respo.	Position	Very Efficient 5 N	5 %	4 N	4 %	Not at all efficient 3 N	3 %	2 N	2 %	1 N	1 %	Total X	Total S.D.	N/R
Artists moving in and out of school.		P	3	75	-	-	1	25	-	-	-	-	4.50	1.00	
		CS	3	75	1	25	-	-	-	-	-	-	4.75	.50	
		T	1	50	-	-	1	50	-	-	-	-	4.00	1.41	
		A	2	67	1	33	-	-	-	-	-	-	4.67	.58	
		O	2	67	-	-	1	33	-	-	-	-	4.33	1.16	
School's choice of performance place.		P	1	25	1	25	2	50	-	-	-	-	3.75	.96	
		CS	3	75	-	-	1	25	-	-	-	-	4.50	1.00	
		T	-	-	-	-	2	100	-	-	-	-	3.00	.00	
		A	2	67	1	33	-	-	-	-	-	-	4.67	.58	
		O	1	33	2	67	-	-	-	-	-	-	4.33	.58	
School's readiness of performance area.		P	1	25	2	50	1	25	-	-	-	-	4.00	.82	
		CS	3	75	1	25	-	-	-	-	-	-	4.75	.50	
		T	-	-	2	100	-	-	-	-	-	-	4.00	.00	
		A	2	67	1	33	-	-	-	-	-	-	4.67	.58	
		O	1	33	1	33	1	33	-	-	-	-	4.00	1.00	
tudent discipline y school ersonnel.		P	4	100	-	-	-	-	-	-	-	-	5.00	.00	
		CS	4	100	-	-	-	-	-	-	-	-	5.00	.00	
		T	-	-	2	100	-	-	-	-	-	-	4.00	.00	
		A	2	67	1	33	-	-	-	-	-	-	4.67	.58	
		O	2	67	1	33	-	-	-	-	-	-	4.67	.58	

ey: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE A4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the
Roles of the Following Personnel in the
Mechanics of Delivering this AIS Program?"

AIS Area: Architecture

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	1	25	3	75	3	75	-	-	1	25
	CS	3	75	4	100	3	75	-	-	3	75
	T	1	33	1	33	2	67	-	-	3	100
	A	-	-	1	33	2	67	1	33	3	100
Participates in program.	P	-	-	2	50	4	100	3	75	2	50
	CS	1	25	2	50	4	100	4	100	4	100
	T	-	-	1	33	3	100	3	100	3	100
	A	-	-	1	33	3	100	2	67	2	67
Observes the artist at work.	P	2	50	3	75	4	100	3	75	1	25
	CS	3	75	4	100	4	100	3	75	1	25
	T	1	33	3	100	3	100	3	100	-	-
	A	1	33	3	100	3	100	2	67	-	-
Observes the students working with the artists.	P	2	50	3	75	4	100	1	25	1	25
	CS	3	75	4	100	4	100	1	25	1	25
	T	-	-	3	100	3	100	2	67	1	33
	A	1	33	3	100	3	100	1	33	-	-
Observes the students work that results from this AIS Program Area.	P	3	75	4	100	4	100	2	50	2	50
	CS	4	100	4	100	4	100	2	50	2	50
	T	3	100	3	100	3	100	2	67	2	67
	A	2	67	3	100	3	100	2	67	1	33

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

TABLE ___

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Architecture

Scale Concept Myself

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Pre X	Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	3.67	.77	3.61	.50	.17	17	.32	.75	3.83	.51	3.61	.50	.17	17	1.29	.22	3.83	.51	3.67	.77	.25	17	.68	.51
Quiet - Loud	3.50	.79	3.17	.62	.11	17	2.92	.01*	3.22	.73	3.17	.62	.19	17	0.29	.77	3.22	.73	3.50	.79	.16	17	-1.76	.10
Good - Bad	3.61	.50	3.67	.49	.13	17	.44	.67	3.83	.51	3.67	.49	.15	17	1.14	.27	3.83	.51	3.71	.50	.13	17	1.72	.10
Fast - Slow	3.76	.90	3.47	.87	.14	16	2.06	.0	3.67	.84	3.44	.86	.21	17	1.07	.30	3.76	.75	3.76	.90	.24	16	.00	1.00
Nice - Awful	4.06	.64	3.78	.81	.20	17	1.4	317	4.00	.59	3.78	.81	.25	17	.89	.39	4.00	.59	4.06	.64	.15	17	-.37	.72
Big - Small	3.11	.90	3.11	.76	.16	17	.00	1.0	3.39	.61	3.11	.76	.21	17	1.32	.21	3.39	.61	3.11	.90	.21	17	1.32	.21
Kind - Cruel	3.94	.64	3.83	.51	.20	17	.57	.58	3.89	.76	3.83	.51	.17	17	.32	.75	3.89	.76	3.94	.64	.22	17	-.25	.81
Strong - Weak	3.67	.77	3.72	.90	.17	17	-.32	.75	3.67	.91	3.72	.90	.13	17	-.44	.67	3.67	.91	3.67	.77	.18	17	00	1.00
Fair - Unfair	4.11	.76	4.00	.77	.18	17	.62	.54	4.17	.71	4.00	.77	.22	17	.77	.45	4.17	.71	.11	.76	.22	17	25	81
High - Low	3.67	.77	3.72	.75	.10	17	-.57	.58	3.67	.84	3.72	.75	.19	17	-.29	.77	3.67	.84	3.67	.77	.18	17	00	1.00
Like - Dislike	4.00	.69	3.89	.68	.24	17	.46	.65	4.11	.76	3.89	.68	.22	17	1.00	.33	4.11	.76	4.00	.69	.21	17	52	.61
Easy - Hard	3.44	.92	3.39	.98	.34	17	.16	.87	3.44	.71	3.39	.98	.21	17	.27	.79	3.44	.71	.44	.92	.27	17	.00	1.00

*Statistically significant at or below the .05 level.

TABLE ___

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Architecture

Scale Concept School and Me

Adjective Pairs	TOTAL								Delayed TOTAL								DelayedTOTAL							
	Post		Pre						Post		Pre						Post		Post					
	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.
Happy - Sad	4.06	.73	3.83	.86	19	17	1.17	.2	3.89	.68	3.83	.86	.24	17	24	82	3.89	68	4.06	.73	.25	17	-.68	.51
Quiet - Loud	3.72	.67	3.33	.84	16	17	2.36	.0	3.67	.77	3.33	.84	.18	17	1.84	,08	3.67	77	3.72	,67	,19	17	-.29	,77
Good - Bad	3.50	.86	3.83	.62	23	17	-1.46	.1	3.83	.79	3.83	.62	.20	17	00	1.00	3.83	79	3.50	,86	.24	17	1,37	.19
Fast - Slow	3.72	.75	3.67	.84	15	17	.37	.72	3.72	.90	3.67	.84	.24	17	24	82	3.72	90	3.72	.75	.18	17	,00	1.00
Nice - Awful	3.94	.54	3.94	.64	.20	17	.00	1.0	4.17	.51	3,94	.64	.19	17	1,17	,26	4,17	51	3,94	,54	,17	17	1,29	,2
Big - Small	3.28	.75	3.28	.75	.20	17	.00	1.0	3.39	,70	3,28	,75	.20	17	57	58	3,39	70	3,28	.75	,16	17	,70	,50
Kind - Cruel	3.94	.54	4.17	.51	.17	17	-1.29	.2	3.89	.76	4.17	.51	.23	17	-1,23	,24	3.89	76	3,94	,54	,17	17	-,32	,75
Strong - Weak	3.67	.84	3.89	.76	.15	17	-1.46	,1	3.94	,73	3.89	.76	.13	17	44	,67	3,94	73	3,67	,84	,18	17	1,57	,14
Fair - Unfair	4.06	.54	4.17	.71	.18	17	-.62	.5	4.17	.79	4,17	.71	.27	17	00	1.00	4,17	79	4,06	,54	,21	17	.52	.61
High - Low	3.61	.78	3.67	.91	.15	17	-.37	.72	3.61	.85	3.67	.91	.19	17	-.29	.77	3,61	85	3,61	,78	,23	17	,00	1,00
Like - Dislike	3.94	.80	3.83	.92	.20	17	.57	.58	4.06	,54	3,83	.92	.17	17	1,29	.22	4,06	54	3,94	,80	,14	17	,81	,43
Easy - Hard	3.39	.98	3.28	1.07	.24	17	.46	.65	3.50	.71	3.28	1.07	.35	17	64	53	3.50	71	3.39	.98	.28	17	.40	.70

*Statistically significant at or below the .05 level

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Architecture

Scale Concept Architecture & Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	DelayedTOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.22	.88	3.83	1.04	.20	17	1.94	.07	4.17	.92	3.83	1,04	,24	17	1.30	,19	4,17	,92	4,22	,88	19	17	-,29	.77
Quiet - Loud	3.94	.87	3.50	1.15	.32	17	1.41	.18	3.44	1.04	3.50	1.15	.30	17	-.19	.85	3.44	1.04	3.94	.87	.20	17	-2.47	*.02
Good - Bad	3.44	.98	3.83	.92	.18	17	-2.12	*.05	4.06	.64	3.83	.92	.22	17	1.00	.33	4.06	.64	3.44	.98	.27	17	2.26	*.04
Fast - Slow	3.56	.98	3.39	.98	.15	17	1.14	.27	3.89	.76	3.39	.98	.26	17	1.93	.07	3.89	.76	3.56	.98	.26	17	1.30	.21
Nice - Awful	4.11	.68	3.89	1.02	.25	17	-.89	.3[illegible]	4.22	.73	3.89	1.02	.28	17	1.19	.25	4.22	.73	4.11	.68	.23	17	.49	.63
Big - Small	3.50	.62	2.94	.64	.20	17	2.75	*.02	3.28	.75	2.94	.64	.23	17	1.46	.16	3.28	.75	3.50	.62	.22	17	-1.00	.33
Kind - Cruel	4.11	.68	3.89	.90	.24	17	.94	.36	3.94	.94	3.89	.90	.24	17	.24	.82	3.94	.94	4.11	.68	.29	17	-.57	.58
Strong - Weak	3.61	.85	3.44	.98	.15	17	1.14	.27	3.83	.99	3.44	.98	.29	17	1.33	.20	3.83	.99	3.61	.85	.21	17	1.07	.30
Fair - Unfair	4.17	.71	3.94	.64	.17	17	1.29	.2[illegible]	4.17	.92	3.94	.64	.28	17	.81	.43	4.17	.92	4.17	.71	.24	17	.00	1,0
High - Low	3.50	.86	3.44	.86	19	17	.29	.77	3.56	.92	3.44	.86	.28	17	.40	.70	3.56	.92	3.50	.86	.21	17	.27	.79
Like - Dislike	3.94	.94	4.00	.84	.17	17	-.32	.75	4.11	.83	4.00	.84	.21	17	.52	.61	4.11	.83	3.94	.94	.22	17	77	.45
Easy - Hard	3.44	1.10	3.61	.92	26	17	-.64	.53	3.83	.99	3.61	.92	25	17	.89	.39	3.83	.99	3.44	1.10	.34	17	1.13	.27

*Statistically significant at or below the .05 level.

TABLE A8
ARTISTS-IN-THE-SCHOOLS EVALUATION
A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Architecture

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	1	Principal	1	33	1	33	-	-	1	33	-	-	3.67	1.53
	-	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	Teacher	-	-	2	50	2	50	-	-	-	-	3.50	0.58
	-	Artist	2	50	1	25	1	25	-	-	-	-	4.25	0.96
2.) How do you feel about AIS? (Very good - Very bad)	-	Principal	4	100	-	-	-	-	-	-	-	-	5.00	0.00
	-	Curr. Spec.	4	100	-	-	-	-	-	-	-	-	5.00	0.00
	-	Teacher 3	75	1	25	-	-	-	-	-	-	-	4.75	0.50
	-	Artist	4	100	-	-	-	-	-	-	-	-	5.00	0.00
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	-	Principal	3	75	-	-	1	25	-	-	-	-	4.50	1.00
	-	Curr. Spec.	4	75	-	-	-	-	-	-	-	-	5.00	0.00
	-	Teacher	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	ARtist	3	75	1	25	-	-	-	-	-	-	4.75	0.50
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	-	Principal	3	75	-	-	1	25	-	-	-	-	4.50	1.00
	-	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	Teacher	1	25	1	25	2	50	-	-	-	-	3.75	0.96
	-	Artist	3	75	1	25	-	-	-	-	-	-	4.50	1.00
5.) To what extent are you involved in AIS? (Very Much - Not at all)	-	Principal	1	25	1	25	2	50	-	-	-	-	3.75	0.96
	-	Curr. Spec.	2	50	2	50	-	-	-	-	-	-	4.50	0.58
	-	Teacher	2	50	2	50	-	-	-	-	-	-	4.50	0.58
	-	Artist	4	100	-	-	-	-	-	-	-	-	5.00	0.00
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory	-	Principal	3	75	-	-	1	25	-	-	-	-	4.50	1.00
	-	Curr. Spec.	1	25	1	25	1	25	1	25	-	-	3.50	1.29
	-	Teacher	1	25	2	50	1	25	-	-	-	-	4.00	0.82
	-	Artist	1	25	1	25	2	50	-	-	-	-	3.75	0.96

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	-	Principal	2	50	-	-	2	50	-	-	-	-	4.00	1.16
	-	Curr. Spec	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	1	Teacher	-	-	2	67	1	33	-	-	-	-	3.67	0.58
	-	Artist	2	50	1	25	-	-	1	25	-	-	4.00	1.41
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	-	Principal	3	75	-	-	-	-	1	25	-	-	4.25	1.50
	-	Curr. Spec	4	0.0	-	-	-	-	-	-	-	-	5.00	0.00
	-	Teacher	3	75	-	-	-	-	1	25	-	-	4.25	1.50
	-	Artist	4	100	-	-	-	-	-	-	-	-	5.00	0.00
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	1	Principal	1	33	1	33	1	33	-	-	-	-	4.00	1.00
	1	Curr. Spec	2	67	1	33	-	-	-	-	-	-	4.67	0.58
	-	Teacher	2	50	1	25	-	-	1	25	-	-	4.00	1.41
	1	Artist	1	33	1	33	1	33	-	-	-	-	4.00	1.00
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	1	Principal	2	67	1	33	-	-	-	-	-	-	4.67	0.58
	1	Curr. Spec	2	67	1	33	-	-	-	-	-	-	4.67	0.58
	1	Teacher	-	-	1	33	2	67	-	-	-	-	3.33	0.58
	1	Artist	2	67	1	33	-	-	-	-	-	-	4.67	0.58
11.) Has AIS affected the general community? (A great deal - Not at all)	1	Principal	-	-	2	67	1	33	-	-	-	-	3.67	0.58
	-	Curr. Spec	2	50	1	25	1	25	-	-	-	-	3.75	1.89
	2	Teacher	-	-	-	-	1	50	1	50	-	-	2.50	0.71
	-	Artist	-	-	1	25	-	-	1	25	2	50	2.00	1.41
12.) Has AIS affected the school community? (A great deal - Not at all)	1	Principal	-	-	-	-	3	100	-	-	-	-	3.00	0.00
	1	Curr. Spec	2	67	-	-	-	-	-	-	1	33	3.67	2.31
	1	Teacher	-	-	-	-	2	67	-	-	1	33	2.33	1.16
	1	Artist	-	-	-	-	3	100	-	-	-	-	3.00	0.00
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	1	Principal	1	33	-	-	2	67	-	-	-	-	3.67	1.16
	1	Curr. Spec.	1	33	2	67	-	-	-	-	-	-	4.33	0.58
	3	Teacher	-	-	1	100	-	-	-	-	-	-	-	-
	2	Artist	-	-	1	50	1	50	-	-	-	-	3.50	0.71
14.) Has AIS affected the arts program? (A great deal - Not at all)	-	Principal	2	50	2	50	-	-	-	-	-	-	4.50	0.58
	-	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	1	Teacher	-	-	-	-	3	100	-	-	-	-	3,00	0.00
	1	Artist	1	33	-	-	2	67	-	-	-	-	3.67	1.16

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	-	Principal	1	25	2	50	1	25	-	-	-	-	3.75	1.26
	-	Curr. Spec	2	50	-	-	1	25	-	-	1	25	3.50	1.92
	1	Teacher	-	-	3	100	-	-	-	-	-	-	-	-
	2	Artist	-	-	1	50	1	50	-	-	-	-	3.50	0.71
16.) To what extent do products result from AIS? (A great deal - Not at all)	1	Principal	1	33	-	-	2	67	-	-	-	-	3.67	1.16
	-	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	Teacher	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	Artist	2	50	1	25	1	25	-	-	-	-	4.25	0.96
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	1	Principal	1	33	-	-	2	67	-	-	-	-	3.67	1.16
	-	Curr. Spec.	3	75	-	-	1	25	-	-	-	-	4.50	1.00
	-	Teacher	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	-	Artist	3	75	1	25	-	-	-	-	-	-	4.75	0.50

Additional Findings

Table A9 reflects the responses to questions asked concerning training and background in AIS.

There is agreement among the respondents that an inservice education program in the integration of this AIS Program into the regular curriculum would benefit themselves and the students.

Table 11 in the basic report shows the results of the parents' surveys.

TABLE A9

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Architecture

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	2.25	1.89	4	
	Curr. Spec.	1.50	0.58	4	
	Teacher	2.00	2.00	4	
	Artist	2.00	1.41	4	

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal		
	Curr. Spec.		
	Teacher	1	25
	Artist		
DANCE	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
FICTION-WRITING	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
FILMMAKING	Principal	1	25
	Curr. Spec.	1	25
	Teacher		
	Artist		
MUSIC	Principal	1	25
	Curr. Spec.	1	25
	Teacher		
	Artist		
PHOTOGRAPHY	Principal	2	50
	Curr. Spec.		
	Teacher		
	Artist		
POETRY	Principal	2	50
	Curr. Spec.	2	50
	Teacher	3	75
	Artist	-	-
THEATRE	Principal	3	75
	Curr. Spec.	3	50
	Teacher	2	50
	Artist	-	-

	Position	YES		NO		
		N	%	N	%	
D[illegible] your undergraduate preparation program include orientation to an AIS program?	Principal			1	25	3
	Curr. Spec.			1	25	3
	Teacher			1	25	3
	Artist			1	25	3
Have you, within the last five years elected to pursue further education in the arts?	Principal			1	25	3
	Curr. Spec.			1	25	3
	Teacher			1	25	3
	Artist			1	25	3

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal					1	25					3	
	Curr. Spec.	1	25									3	
	Teacher			1	25							3	
	Artist			1	25							3	

Dance

Subjects

Of the total in-school surveys made (951), those for dance (77) represent 3%. The numbers of respondents by category are: principals-9, curriculum specialists - 12, teachers - 13, artists - 4, and students - 39. In addition, 6 parents, 4 mothers and 2 fathers were surveyed via telephone. These parents were among those of students surveyed who were selected at random to have their parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: A majority of the respondents across categories indicated that they thought dance was being integrated into art and music (see Table D1). There is no clear agreement on the remaining curricula areas.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: Table D2 reflects that there is agreement among the respondents that the curriculum specialists work with others to integrate the programs into the regular curriculum. The curriculum specialists, the teachers and the artists indicated that the first named provides technical assistance. The curriculum specialists and the artists agree that the former evaluates the extent to which the program has been integrated and plans ways and attempts to integrate the program into the regular curriculum.

TABLE D1

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Dance

Curriculum Areas	Position	Number Respond	To a great extent 5 N	5 %	4 N	4 %	3 N	3 %	2 N	2 %	Not at all 1 N	1 %	Total X̄	Total S.D.	N/R
Art	P		2	33	2	33	2	33	-	-	-	-	4.00	0.89	3
	CS		2	20	3	30	4	40	1	10	-	-	3.60	0.97	2
	T		5	45	1	9	4	36	-	-	1	9	3.82	1.33	2
	A		1	50	1	50	-	-	-	-	-	-	4.50	0.71	2
Music	P		4	67	1	17	1	17	-	-	-	-	4.50	0.84	3
	CS		3	30	6	60	1	10	-	-	-	-	4.20	0.63	2
	T		6	60	2	20	1	10	-	-	1	10	4.20	1.32	3
	A		2	100	-	-	-	-	-	-	-	-	5.00	0.00	2
Language	P		-	-	1	17	4	67	1	17	-	-	3.00	0.63	3
	CS		1	10	5	50	3	30	1	10	-	-	3.60	0.84	2
	T		4	36	2	18	4	36	-	-	1	9	3.73	1.27	2
	A		1	100	-	-	-	-	-	-	-	-	-	-	3
Mathematics	P		1	17	-	-	2	33	2	33	1	17	2.67	1.37	3
	CS		1	10	1	10	5	50	3	30	-	-	3.00	0.94	2
	T		2	22	-	-	2	22	1	11	4	44	2.44	1.67	4
	A		-	-	-	-	1	100	-	-	-	-	-	-	3
Natural Sciences	P		-	-	1	17	2	33	3	50	-	-	2.67	0.82	3
	CS		1	11	1	11	5	56	1	11	1	11	3.00	1.12	3
	T		1	11	1	11	3	33	1	11	3	33	2.56	1.42	4
	A		-	-	1	100	-	-	-	-	-	-	-	-	3
Social Sciences	P		1	17	1	17	3	50	1	17	-	-	3.33	1.03	3
	CS		2	20	1	10	5	50	2	20	[illegible]	-	3.30	1.06	2
	T		4	44	2	22	1	11	1	11	1	11	3.78	1.48	4
	A		-	-	1	100	-	-	-	-	-	-	-	-	3

TABLE D2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Dance

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon	N	% of Respon.	N	% o Resp
Provides technical assistance	P	-	-	3	33	4	44	-	-	-	-
	CS	2	17	8	67	6	50	1	8	6	50
	T	3	23	10	76	10	76	4	31	2	15
	A	-	-	3	75	-	-	-	-	2	50
Works with others to integrate program into regular curriculum.	P	2	22	5	56	3	33	1	11	1	11
	CS	4	33	10	83	3	25	-	-	3	25
	T	-	-	9	69	6	46	1	8	2	15
	A	-	-	3	75	2	50	-	-	-	-
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	4	44	4	44	5	56	1	11	-	-
	CS	6	50	8	67	7	58	3	25	1	8
	T	2	15	6	46	9	69	4	31	2	15
	A	-	-	2	50	1	25	-	-	-	-
Plans ways to integrate the AIS program into the regular curriculum.	P	3	33	6	67	4	44	2	22	1	11
	CS	4	33	8	67	8	67	2	17	2	17
	T	1	8	6	46	10	77	-	-	-	-
	A	-	-	2	50	2	50	-	-	1	25
Attempts to integrate AIS program areas into regular curriculum.	P	1	11	4	44	3	33	2	22	1	11
	CS	5	42	8	67	9	75	2	17	1	8
	T	1	25	5	38	10	77	-	-	1	8
	A	-	-	2	50	2	50	-	-	-	-

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

There is not clear agreement on the roles of the other respondents.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

Findings: There is strong agreement among the respondents that this AIS Program Area is being delivered efficiently (see Table D3).

Question 4: What are the roles of the in-school respondents in delivering this AIS Program Area?

Findings: Table D4 shows, based on the low percentages, that the principals do not participate in this program. There is no clear agreement on other roles of the principals.

There seems to be agreement that the curriculum specialists observe the students working with the artists. There is no clear agreement on other roles of the curriculum specialists.

There appears to be agreement that the teachers and students participate in the program, observe the artist at work, observe the students working with the artists, and observe the students' work that results from this AIS Program Area.

The artists are perceived by many curriculum specialists, teachers and themselves as participating in the program. It is interesting to note that only one of nine principals indicated that the artists participate in the program.

Progress Evaluation

Question 1: To what extent are the objectives explicated for the AIS Program being met?

Findings: The results shown on Table D5 indicate that the objectives are perceived as being met except for objective addressing encouragement of the students to further pursue their interest in dance.

TABLE D3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS Area: Dance

Operation	# Respon.	Position	Very Efficient						Not at all efficient				Total		N/R
			5		4		3		2		1		X	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Artists moving in and out of school.		P	4	67	1	17	1	17	-	-	-	-	4.50	0.84	3
		CS	9	90	-	-	1	10	-	-	-	-	4.80	0.63	2
		T	9	82	1	9	-	-	-	-	1	9	4.55	1.21	2
		A	3	100	-	-	-	-	-	-	-	-	5.00	0.00	1
		O	11	85	-	-	2	15	-	-	-	-	4.69	0.75	-
School's choice of performance place.		P	2	40	3	60	-	-	-	-	-	-	4.40	0.55	4
		CS	4	40	4	4-	2	2-	-	-	-	-	4.20	0.79	2
		T	5	45	4	36	2	18	-	-	-	-	4.27	0.79	2
		A	1	33	1	33	1	33	-	-	-	-	4.00	1.00	1
		O	7	58	3	25	2	17	-	-	-	-	4.42	0.79	-
School's readiness of performance area.		P	3	60	2	40	-	-	-	-	-	-	4.60	0.55	4
		CS	3	30	7	70	-	-	-	-	-	-	4.30	0.48	2
		T	9	69	3	23	1	8	-	-	-	-	4.62	0.65	0
		A	2	67	-	-	1	33	-	-	-	-	4.33	1.16	1
		O	7	54	2	15	3	23	1	8	-	-	4.15	1.07	-
Student discipline by school personnel.		P	4	67	2	33	-	-	-	-	-	-	4.67	0.52	3
		CS	6	60	4	40	-	-	-	-	-	-	4.60	0.52	2
		T	9	69	4	31	-	-	-	-	-	-	4.69	0.48	0
		A	2	67	1	33	-	-	-	-	-	-	4.67	0.58	1
		O	6	46	4	31	3	23	-	-	-	-	4.00	1.23	-

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE D4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Dance

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	3	33	4	44	4	44	-	-	1	11
	CS	6	50	10	83	4	33	1	8	4	33
	T	4	31	9	69	4	31	-	-	5	38
	A	-	-	2	50	1	25	-	-	2	50
Participates in program.	P	1	11	4	44	4	44	4	44	1	11
	CS	2	17	3	33	7	58	8	67	5	42
	T	1	8	6	46	11	85	13	100	7	54
	A	1	25	3	75	3	75	3	75	3	75
Observes the artist at work.	P	3	33	4	44	6	67	3	33	-	-
	CS	9	75	10	83	9	75	9	75	1	8
	T	6	46	8	62	12	92	12	92	2	15
	A	2	50	3	75	3	75	3	75	1	25
Observes the students working with the artists.	P	1	11	5	56	5	56	4	44	1	11
	CS	5	42	8	67	8	67	6	50	4	33
	T	4	31	9	69	13	100	6	46	3	23
	A	2	50	3	75	3	75	1	25	1	25
Observes the students work that results from this AIS Program Area.	P	2	22	5	56	5	56	4	44	2	22
	CS	7	58	9	75	9	75	6	50	3	25
	T	3	23	5	38	10	77	6	46	4	31
	A	1	25	3	75	3	75	3	75	1	25

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

TABLE D5

10 Schools	YES		NO	
	N	%	N	%
1. Was the presentation appropriate to the age of the class?	9	90	1	10
2. Were the students provided with opportunities to see live professional dance performances?	10	100	-	-
3. Were in-class workshops provided by professional dancers and geared to assist the students gain greater understanding of the professional dancers' work? 1	7	70	2	20
4. Were students provided with opportunities to communicate with professional dancers in an attempt to assist the students in beginning to appreciate the knowledge, techniques and self-discipline inherent in dance? 2	8	80	-	-
5. Were the students provided with opportunitites to relate dance to other movement forms?	10	100	-	-
6. Were the students provided wtih opportunitites to dance and express themselves through movement?	10	100	-	-
7. Was dance related to the on-going curriculum?	10	100	-	-
8. Were the students encouraged to further pursue their interest in dance?.......				
by the artists?	4	40	-	-
by the teacher	-	-	-	-
by both	-	-	-	-
		-	6	60
9. Were the students provided with opportunities to become familiar with specific dance forms, ballet, modern, jazz, folk, in an attempt to assist them in idstinguishing the various dance forms?	10	100	-	-
10. Did the students seem to develop greater awareness and appreciation of dance as an art form?	10	100	-	-

This is a difficult objective to consider on a one-visit only basis. One would have to have repeated measures to lend credence to its assessment.

Question 2: To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

Findings: These findings are included with those presented for Question 5.

Question 3: Are the dance AIS Program Area presentations appropriate for the ages of the students involved?

Findings: Data indicate that the presentations for this AIS area were appropriate for the ages of the students.

Question 4: Are there changes in the students' attitudes toward self, school, and this AIS Program Area after the AIS presentation?

Findings: Table 7A, B and C in the basic text of this report show results from the student attitude scales.

Comparisons of total scale results on Table 7A indicate that there were no statistically significant, at or below the .05 level, mean shifts relative to the concept "Myself". For the concept "School and Me", there was one positive shift. The mean scale score on the posttest was higher than on the pretest. For the concept "Dance and Me" there was, also, one positive mean shift; the delayed post mean was higher than the post mean.

It was noted that all of the means were higher for "Dance and Me" than they were for the other two concepts.

Table D6, D7 and D8 show comparisons of results by scale items.

A review of the student interview data contained in Table D9 shows that, when students were asked to describe what they had just seen or done, the most frequently used words were funny, fun and crazy.

TABLE ___

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Dance

Scale Concept Myself

Adjective Pairs	TOTAL Post		TOTAL Pre						Delayed TOTAL Post		Pre						Delayed TOTAL Post		Post					
	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.
Happy - Sad	4.0	.76	3.54	.68	.15	38	3.40	*.02	3.65	.71	3.61	.78	.21	22	.20	.84	3.65	.71	3.91	.79	.21	22	-1.24	.23
Quiet - Loud	3.28	.86	3.51	.79	.18	38	-1.27	.2	3.52	.85	3.61	.84	.23	22	-.38	.70	3.52	.85	3.22	.95	.20	22	1.50	.15
Good - Bad	3.87	.86	3.69	.69	.17	38	1.04	.30	3.65	.65	3.78	.80	.17	22	-.77	.45	3.65	.65	3.74	1.01	.21	22	-.40	.69
Fast - Slow	3.69	.73	3.59	.68	.13	38	.78	.44	3.52	.59	3.65	.65	.16	22	-.83	.42	3.52	.59	3.70	.70	.19	22	-.94	.36
Nice - Awful	4.26	.75	4.28	.69	.10	38	-.26	.80	3.96	.71	4.35	.65	.16	22	-2.40	*.03	3.96	.71	4.17	.83	.23	22	-.96	.35
Big - Small	3.28	.86	3.18	.97	.16	38	.64	.52	3.42	.99	3.43	.95	.18	22	22 1	.00	3.43	.99	3.35	.98	.24	22	.36	.72
Kind - Cruel	4.05	.69	4.10	.75	.10	38	-.53	.60	4.26	.45	4.17	.89	.19	22	.46	.65	4.26	.45	4.04	.71	.17	22	1.31	.20
Strong - Weak	3.67	.84	3.77	.81	.16	38	-.63	.53	3.87	.76	3.96	.88	.22	22	-.40	.69	3.87	.76	3.61	.94	.21	22	1.24	.23
Fair - Unfair	3.90	1.00	3.95	.79	.16	38	-.31	.76	4.22	.60	4.09	.85	.20	22	.65	.53	4.22	.60	3.96	.98	.22	22	1.19	.25
High - Low	3.54	.97	3.28	.86	.18	38	1.40	.1	3.74	.81	3.17	.94	.26	22	2.19	*.04	3.74	.81	3.43	.84	.17	22	1.78	.09
Like - Dislike	3.85	.93	3.95	.89	.13	38	-.81	.42	3.96	.77	4.09	1.08	.25	22	-.53	.60	3.96	.77	3.78	1.04	.27	22	.64	.53
Easy - Hard	3/13	1.03	3.44	.88	.21	38	-1.50	.14	3.43	.73	3.52	.90	.21	22	-.42	.68	3.43	.73	3.00	1.00	.28	22	1.55	.14

*Statistically significant at or below the .05 level.

TABLE
ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Dance

Scale Concept School and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.00	.83	3.54	.85	.13	38	3.51	* .001	3.78	.85	3.70	.92	.18	22	.49	.63	3.78	.85	3.87	.97	.22	22	-.40	.67
Quiet - Loud	3.59	.97	3.46	.79	.17	38	.78	.44	3.39	.72	3.74	.81	.18	22	-1.89	.07	3.39	.72	3.65	.94	.20	22	-1.30	.21
Good - Bad	3.79	.86	3.79	.80	.13	38	.00	1.00	3.65	.83	3.91	.90	.24	22	-1.10	.28	3.65	.83	3.87	.87	.21	22	-1.04	.31
Fast - Slow	3.67	.77	3.46	.72	.12	38	1.67	.10	3.70	.77	3.61	.78	.24	22	.37	71	3.70	.77	3.70	.82	.23	22	0	1.00
Nice - Awful	4.05	.83	4.15	.71	.14	38	-.73	.47	4.09	.67	4.17	.78	.15	22	-.57	.58	4.09	.67	4.04	.71	.17	22	.25	.80
Big - Small	3.46	1.17	3.31	.89	.15	38	1.06	.30	3.43	.90	3.48	.99	.19	22	-.22	.82	3.43	.90	3.48	1.16	.28	22	-.16	.88
Kind - Cruel	4.05	.79	4.03	.78	.09	38	.27	.79	4.22	.52	4.04	.93	.21	22	.85	.41	4.22	.52	4.09	.85	.18	22	.72	.48
Strong - Weak	3.69	.77	3.62	.78	.13	38	.57	.57	3.87	.69	3.78	.85	.22	22	.40	.69	3.87	.69	3.74	.75	.18	22	.72	.48
Fair - Unfair	4.00	.89	3.64	1.01	.19	38	1.90	.07	4.30	.56	3.83	1.03	.24	22	1.97	.06	4.30	.56	3.96	.83	.20	22	1.78	.09
High - Low	3.49	.91	3.33	.90	.21	38	.75	.46	3.78	.90	3.30	.97	.22	22	2.21	.04	3.78	.90	3.35	.94	.27	22	1.64	.12
Like - Dislike	3.85	.90	3.79	.89	.13	38	0.39	.70	3.83	.94	3.87	1.10	.28	22	-.16	.88	3.83	.94	3.91	1.00	.25	22	-.35	.73
Easy - Hard	3.36	.90	3.18	.84	.19	38	0.93	.36	3.61	.89	3.04	.98	.27	22	2.13	* .05	3.61	.89	3.17	1.03	.31	22	1.42	.17

*Statistically significant at or below the .05 level

TABLE ___
ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Dance

Scale Concept Dance and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.49	.68	4.28	.83	.12	38	1.67	.10	4.52	[illegible]	4.48	,85	.20	22	.21	.83	4.52	,59	4,43	,73	,19	22	.46	,65
Quiet - Loud	3.36	1.09	3.56	1.10	.25	38	-.83	.41	3.65	1.19	3.57	1.27	.29	22	.30	.77	3.65	1.19	3.48	1.16	.31	22	.57	.58
Good - Bad	4.05	.79	3.97	.78	.13	38	.57	.57	4.26	.69	4.13	.76	.18	22	.72	.48	4.26	.69	3.96	.88	.22	22	1.37	.18
Fast - Slow	3.67	.90	3.59	.82	.14	38	.55	.58	3.70	.88	3.74	.92	.27	22	-.16	,87	3.70	.88	3.70	.88	.25	22	.00	1.00
Nice - Awful	4.18	.85	4.18	.82	.15	38	.0	1.00	4.43	.59	4.26	,81	.21	22	,85	,41	4,43	,59	4,22	,74	,19	22	1,16	,26
Big - Small	3.33	1.16	3.28	.83	.18	38	,29	78	3.70	,88	3.48	.79	.22	22	1,00	.33	3,70	,86	3,13	1,25	.30	22	1,88	,07
Kind - Cruel	4.15	.63	4.26	.60	.11	38	-.94	.35	4.39	.66	4.39	.66	.14	22	.0	1,00	4.39	,66	4,22	,60	,16	22	1,07	,30
Strong - Weak	3.64	.81	3.67	.77	.11	38	-.23	.82	4.04	.83	3.78	,90	.27	22	,97	,34	4,04	,83	3,65	,94	,27	22	1,44	,17
Fair - Unfair	4.15	.71	3.97	.84	.16	38	1.12	.27	4.30	,93	4,17	,78	.23	22	,57	,58	4,30	,93	4,26	,62	,21	22	,20	,84
High - Low	3.52	.94	3.36	.90	.19	38	.31	.42	3.57	.95	3.39	.99	.25	22	.70	.49	3,57	.95	3,57	,84	,24	22	,0	1,00
Like - Dislike	4.03	.90	4.00	.76	.16	38	,16	.87	4,17	,72	4,00	.91	.16	22	1,07	.30	4,17	,72	4,17	,83	,24	22	,0	1,00
Easy - Hard	3.21	1.11	3.43	.88	.18	38	-1.30	.20	3.91	.90	3.43	.95	.23	22	2.12	*.05	3.91	,90	3.17	1.23	.32	22	2.34	*.03

*Statistically significant at or below the .05 level.

Of the 65 students interviewed, 34 or 52% indicated that they knew the dance AIS Program was going to be in their school that day. Of those who responded to the attitude items, 43 or 88% indicated positive words when asked how did what they just saw or did make them feel about themselves, 37 or 93% indicated positive words when asked how did what you just saw or did make you feel about school, 42 or 95% indicated positive words when asked how did what they just saw or did make them feel about dance.

Question 5: What are the opinions of principals, curriculum specialists teachers and artists about the progress of this AIS Program?

Findings: Table D10 reflects comparisons of the opinions of the different respondent groups on several aspects of this AIS Program Area.

A majority of the respondents agreed that they feel very good about the dance AIS Program, that they feel "very good" or "good" about themselves as a result of it, that the dance AIS Program has affected their attitude toward schools, that funding has been "very satisfactory" or "satisfactory", that the dance AIS Program has affected the students arts achievement, that it has affected the school community, that it has affected the basic educational and the arts programs, that products result from the program, that the proudcts are used, circulated and/or observed, and that the overall rating of the dance AIS Program is "very high" or "high".

A majority of the curriculum specialists and artist indicated that they were "very much" or "much" involved in this program. A majority of the respondents, except the artists, indicated that materials for this program have been "readily available" or "available". A majority of the respondents, except the teachers, agreed that this AIS program has affected the students general school achievement. About 39% of the

TABLE D9

STUDENT INTERVIEW DATA

Program Area Dance Number of Schools 13

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

Funny....8
Terrible....1
Stupid....1
Dumb....1
Crazy....3
Ridiculous....1

Good....1
Great....1
Weird....2
Wild....1
Nice....1
Fun....3

Wonderful....1

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

34 Yes
31 No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

POSITIVE 43
NO DIFFERENT 3
NEGATIVE 3

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

POSITIVE 37
NO DIFFERENT 1
NEGATIVE 2

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Dance ?

POSITIVE 42
NO DIFFERENT -
NEGATIVE 4

TABLE D10
ARTISTS-IN-THE-SCHOOLS EVALUATION
A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Dance

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	2	Principal	-	-	-	-	1	17	2	33	3	50	1.67	0.82
	1	Curr. Spec.	2	20	1	10	1	10	2	20	4	40	2.50	1.65
	-	Teacher	-	-	3	23	3	23	1	8	6	46	2.23	1.30
	1	Artist	1	50	1	50	-		-	-	-	-	4.50	0.71
2.) How do you feel about AIS? (Very good - Very bad)	2	Principal	5	83	1	17	-	-	-	-	-	-	4.83	0.41
	1	Curr. Spec.	7	70	2	20	1	10	-	-	-	-	4.60	0.70
	3	Teacher	6	60	3	30	1	10	-	-	-	-	4.50	0.71
	-	Artist	3	100	-	-	-	-	-	-				
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	3	Principal	2	40	3	60	-	-	-	-	-	-	4.40	0.55
	1	Curr. Spec.	6	60	3	30	1	10	-	-	-	-	4.50	0.71
	3	Teacher	5	50	5	50	-	-	-	-	-	-	4.50	0.53
	-	ARtist	2	67	1	33	-	-	-	-	-	-	4.67	0.58
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	5	Principal	-	-	3	100	-	-	-	-	-	-	-	-
	1	Curr. Spec.	5	50	3	30	1	10	-	-	1	10	4.10	1.29
	2	Teacher	4	36	3	27	3	27	-	-	1	9	3.82	1.25
	1	Artist	2	100	-	-	-	-	-	-	-	-	-	-
5.) To what extent are you involved in AIS? (Very Much - Not at all)	3	Principal	1	20	-	-	2	40	2	40	-	-	2.80	0.84
	1	Curr. Spec.	3	30	5	50	2	20	-	-	-	-	4.10	0.74
	3	Teacher	2	20	2	20	2	20	1	10	3	30	2.90	1.60
	-	Artist	2	67	-	-	1	33	-	-	-	-	4.33	1.16
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory	7	Principal	1	100	-	-	-	-	-	-	-	-	-	-
	7	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0.96
	10	Teacher	2	67	-	-	1	33	-	-	-		4.33	1.56
	-	Artist	1	33	1	33	1	33	-	-	-		4.00	1.00

	NR	Position	N	%	4 N	%	3 N	%	2 N	%	1 N	%	Total X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	4	Principal	-	-	3	75	1	25	-	-	-	-	3.75	0.50
	4	Curr. Spec	2	29	2	29	3	43	-	-	-	-	3.86	0.90
	5	Teacher	4	50	1	13	-	-	1	13	2	25	3.50	1.85
	-	Artist	1	33	-	-	-	-	1	33	1	33	2.67	2.08
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	3	Principal	2	40	3	60	-	-	-	-	-	-	4.40	0.55
	2	Curr. Spec	8	89	1	11	-	-	-	-	-	-	4.89	0.33
	1	Teacher	10	83	-	-	2	17	-	-	-	-0	4.67	0.78
	-	Artist	1	33	2	67	-	-	-	-	-	-	4.33	0.58
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	5	Principal	1	33	1	33	-	-	-	-	1	33	3.33	2.08
	3	Curr. Spec	1	13	4	50	2	25	-	-	1	13	3.50	1.20
	5	Teacher	1	13	2	25	3	38	2	25	-	-	3.25	1.04
	2	Artist	-	-	1	100	-	-	-	-	-	-	-	-
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	4	Principal	1	25	3	75	-	-	-	-	-	-	4.25	0.50
	2	Curr. Spec	4	44	4	44	1	11	-	-	-	-	4,33	0,71
	4	Teacher	2	22	5	56	2	22	-	-	-	-	4,00	0.71
	2	Artist	1	100	-	-	-	-	-	-	-	-	-	-
11.) Has AIS affected the general community? (A great deal - Not at all)	3	Principal	1	20	-	-	1	20	-	-	3	60	2,20	1,79
	3	Curr. Spec	2	25	1	13	3	38	2	25	-	-	3,38	1,19
	5	Teacher	1	13	1	13	3	38	1	13	2	25	2,75	1,39
	2	Artist	1	100	-	-	-	-	-	-	-	-	-	-
12.) Has AIS affected the school community? (A great deal - Not at all)	4	Principal	-	-	2	50	2	50	-	-	-	-	3,50	0.58
	3	Curr. Spec	5	63	-	-	1	13	2	25	-	-	4.00	1,41
	2	Teacher	6	55	3	27	1	9	-	-	1	9	4,18	1,25
	2	Artist	1	100	-	-	-	-	-	-	-	-	-	-
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	3	Principal	1	20	2	40	1	20	-	-	1	20	3,40	1,52
	2	Curr. Spec.	1	11	3	33	4	44	-	-	1	11	3,33	1,12
	4	Teacher	1	11	6	67	1	11	-	-	1	11	3.67	1,12
	2	Artist	-	-	1	100	-	-	-	-	-	-	-	-
14.) Has AIS affected the arts program? (A great deal - Not at all)	3	Principal	-	-	5	100	-	-	-	-	-	-	-	-
	1	Curr. Spec.	3	30	4	40	2	20	1	10	-	-	3,90	0,99
	6	Teacher	2	29	3	43	-	-	1	14	1	14	3.57	1.51
	1	Artist	2	100	-	-	-	-	-	-	-	-	5.00	0.00

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		X̄	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	3	Principal	-	-	2	40	3	60	-	-	-	-	3.40	0.55
	3	Curr. Spec	1	13	5	63	1	13	1	13	-	-	3.75	0.89
	4	Teacher	1	11	5	56	2	22	1	11	-	-	3,67	0,87
	3	Artist	-	-	-	-	-	-	-	-	-	-	-	-
16.) To what extent do products result from AIS? (A great deal - Not at all)	4	Principal	1	25	2	50	1	25	-	-	-	-	4.00	0.82
	4	Curr. Spec	-	-	6	86	1	14	-	-	-	-	3,86	0.38
	7	Teacher	1	17	3	50	1	17	1	17	-	-	3.67	1,03
	3	Artist	-	-	-	-	-	-	-	-	-	-	-	-
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	4	Principal	1	25	1	25	2	50	-	-	-	-	3,75	0,96
	5	Curr. Spec.	1	17	3	50	1	17	1	17	-	-	3,67	1,03
	10	Teacher	-	-	3	100	-	-	-	-	-	-	-	-
	3	Artist	-	-	-	-	-	-	-	-	-	-	-	-

indicated this. A majority of the curriculum specialists and teachers indicated that attempts are being made to provide the students with similar experiences as those provided by this AIS Program.

The respondents agreed, except the artist, that they had no or very little orientation to or training for the dance AIS Program.

Additional Findings

Table D11 reflects the response to questions concerning training and background in AIS.

There was agreement among the respondents, except the artists, that an inservice education program in the integration of this AIS Program into the regular curriculum would benefit them and the students.

Table 11 in the basic report shows the results of the parents' surveys.

TABLE D11

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Dance

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	3.40	2.19	11	3
	Curr. Spec.	2.57	3.31	7	4
	Teacher	1.46	1.12	13	-
	Artist	2.00	1.00	3	

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	1	7
	Curr. Spec.	1	9
	Teacher	-	-
	Artist	-	-
DANCE	Principal	2	25
	Curr. Spec.	2	18
	Teacher	1	8
	Artist		
FICTION-WRITING	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
FILMMAKING	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
MUSIC	Principal	5	62.5
	Curr. Spec.	6	54.5
	Teacher	8	62.0
	Artist		
PHOTOGRAPHY	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
POETRY	Principal	5	62.5
	Curr. Spec.	7	64.0
	Teacher	7	54.0
	Artist		
THEATRE	Principal	5	62.5
	Curr. Spec.	9	82.0
	Teacher	11	85
	Artist	-	-

	Position	YES N	YES %	NO N	NO %
[illegible] your undergraduate [illegible]paration program include orientation to an AIS program?	Principal	1	13	5	62
	Curr. Spec.	1	9	9	82
	Teacher	1	8	11	85
	Artist				
Have you, within the last five years elected to pursue further education in the arts?	Principal	1	13	5	62
	Curr. Spec.	1	9	9	82
	Teacher	5	38	7	54
	Artist	;	33	2	67

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	3	37.5	2	25			1	12.5			2	
	Curr. Spec.	2	18	5	45	1	9			2	18	1	
	Teacher	3	23	5	38	2	15	2	15	1	8		
	Artist									3	100		

Fiction Writing

Subjects

Of the total in-school surveys made (951), those for fiction-writing (58) represent 6%. The numbers of respondents by category are principals - 5, curriculum specialists - 5, teachers - 6, artists - 2 and students - 40. In addition, 2 parents, 1 mother and 1 father were surveyed via telephone. These parents were among those of students surveyed who were selected at random to have their parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table W1 reflects that there is agreement that this AIS Program Area is being integrated into the language arts curriculum area.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: A review of Table W2 reveals that there was agreement among the respondents, except the artists, that the curriculum specialists work with others to integrate this program into the regular curriculum, evaluate the extent to which this program has been integrated into the regular curriculum, and plan ways and attempt to integrate this program into the regular curriculum. There was agreement among the respondents, except the artists, that the teachers are performing these roles plus providing technical assistance.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

TABLE VI

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Fiction Writing

Curriculum Areas	Position	Number Respond	To a great extent 5 N	5 %	4 N	4 %	3 N	3 %	2 N	2 %	Not at all 1 N	1 %	Total X̄	S.D.	N/F
Art	P		-	-	-	-	2	67	-	-	1	33	2.33	1.16	1
	CS		1	100	-	-	-	-	-	-	-	-	5.00	-	4
	T		-	-	-	-	2	67	-	-	1	33	2.33	1.16	3
	A		-	-	-	-	-	-	-	-	-	-	-	-	1
Music	P		-	-	-	-	1	33	1	33	1	33	2.00	1.00	1
	CS		-	-	-	-	-	-	-	-	1	100	1.00	-	4
	T		-	-	-	-	1	33	-	-	2	67	1.67	1.16	3
	A		-	-	-	-	-	-	-	-	-	-	-	-	2
Language	P		4	100	-	-	-	-	-	-	-	-	5.00	0.00	0
	CS		2	67	1	33	-	-	-	-	-	-	4.67	0.58	2
	T		4	67	2	33	-	-	-	-	-	-	4.67	0.52	0
	A		-	-	-	-	-	-	-	-	-	-	-	-	2
Mathematics	P		-	-	-	-	-	-	1	33	2	67	1.33	1.00	1
	CS		-	-	-	-	-	-	-	-	1	100	1.00	-	4
	T		-	-	-	-	3	100	-	-	-	-	1.00	0.00	3
	A		-	-	-	-	-	-	-	-	-	-	-	-	2
Natural Sciences	P		-	-	-	-	1	33	-	-	2	67	1.67	1.16	1
	CS		1	100	-	-	-	-	-	-	-	-	5.00	-	4
	T		-	-	-	-	-	-	1	33	2	67	1.33	0.58	3
	A		-	-	-	-	-	-	-	-	-	-	-	-	2
Social Sciences	P		-	-	1	25	2	50	1	25	-	-	2.75	1.26	0
	CS		1	100	-	-	-	-	-	-	-	-	5.00	-	4
	T		-	-	-	-	1	33	-	-	2	67	1.67	1.16	3
	A		-	-	-	-	-	-	-	-	-	-	-	-	2

BEST COPY AVAILABLE

TABLE W2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Fiction Writing

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	1	25	3	75	3	75	2	50	2	50
	CS	-	-	2	40	3	60	1	20	2	40
	T	1	17	2	33	5	83	2	33	5	83
	A	-	-	- -	- -	-	-	-	-	1	50
Works with others to integrate program into regular curriculum.	P	3	75	4	100	3	75	3	75	3	75
	CS	1	20	4	80	3	60	-	-	-	-
	T	3	50	3	50	4	67	1	17	3	50
	A	-	-	-	-	1	50	-	-	1	50
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	1	25	3	75	3	75	3	75	3	75
	CS	3	60	4	80	2	40	-	-	-	-
	T	-	-	4	67	3	50	-	-	-	-
	A	-	-	-	-	1	50	-	-	-	-
Plans ways to integrate the AIS program into the regular curriculum.	P	2	50	4	100	3	75	2	50	2	50
	CS	1	20	4	80	3	60	-	-	1	20
	T	1	17	3	50	5	83	-	-	1	17
	A	-	-	-	-	1	50	-	-	1	50
Attempts to integrate AIS program areas into regular curriculum.	P	1	25	4	100	4	100	1	25	2	50
	CS	1	20	1	20	4	100	-	-	1	20
	T	1	17	1	17	6	100	-	-	1	17
	A	-	-	-	-	1	50	-	-	1	50

Key: P - Principal/CS - Curriculum Specialist/ T - Teacher/ A - Artist

__Findings:__ Table W3 clearly indicates that the respondents agreed that the operations involved in delivering the fiction writing AIS Program are efficient.

__Question 4:__ What are the roles of the in-school respondents in delivering this AIS Program Area?

__Findings:__ Table W4 shows that there was agreement among the respondents that the teachers provide technical assistance, participate in the program, observe the artist at work, observe the students working with the artists, and observe the students' work that results from this AIS Program. There was agreement that the artists participate in the program and observe the students' work that results from this AIS Program Area. It was agreed that students participate in the program and observe the artist.

Progress Evaluation

__Question 1:__ To what extent are the objectives explicated for this AIS Program Area being met?

__Findings:__ For most of the fiction writing programs visited, the interviewees and observers indicated that most of the objectives were being met. The exceptions were those objectives concerned with (1) the writer and the teacher making connections between the fiction students read and the stories the writer creates and (2) the writers working with both teachers and students. See Table W5 .

__Question 2:__ To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

__Findings:__ These findings are included with those presented for Question 5.

__Question 3:__ Are the fiction writing AIS presentations appropriate for the ages of the students involved?

TABLE W3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area Being Delivered Efficiently?"

AIS Area: Fiction Writing

Operation	# Respo.	Position	Very Efficient 5		4		3		2		Not at all efficient 1		Total		N/R
			N	%	N	%	N	%	N	%	N	%	X	S.D.	
Artists moving in and out of school.		P	4	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		CS	5	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		T	6	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		A	2	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		O	8	100	-	-	-	-	-	-	-	-	5.00	0.00	0
School's choice of performance place.		P	4	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		CS	5	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		T	6	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		A	2	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		O	8	100	-	-	-	-	-	-	-	-	5.00	0.00	0
School's readiness of performance area.		P	4	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		CS	5	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		T	6	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		A	2	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		O	7	88	1	12	-	-	-	-	-	-	4.88	0.35	0
Student discipline by school personnel.		P	4	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		CS	4	100	-	-	-	-	-	-	-	-	5.00	0.00	1
		T	6	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		A	2	100	-	-	-	-	-	-	-	-	5.00	0.00	0
		O	7	88	1	13	-	-	-	-	-	-	4.88	0.35	0

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE W4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Fiction Writing

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	1	25	2	50	3	75	1	25	3	75
	CS	1	20	2	40	3	60	2	40	2	40
	T	1	17	3	50	6	100	1	17	4	67
	A	-	-	1	50	1	50	1	50	-	-
Participates in program.	P	1	25	2	50	3	75	4	100	4	100
	CS	-	-	2	40	3	60	4	80	4	80
	T	-	-	-	-	4	67	6	100	6	100
	A	-	-	-	-	2	100	1	50	1	50
Observes the artist at work.	P	2	50	2	50	4	100	4	100	-	-
	CS	1	20	2	50	4	80	4	80	2	40
	T	1	17	-	-	6	100	6	100	-	-
	A	-	-	-	-	2	100	2	100	-	-
Observes the students working with the artists.	P	2	50	2	50	4	100	1	25	1	25
	CS	1	20	2	40	4	80	2	40	2	40
	T	1	17	-	-	6	100	-	-	-	-
	A	-	-	-	-	1	50	-	-	-	-
Observes the students work that results from this AIS Program Area.	P	2	50	3	75	4	100	2	50	3	75
	CS	1	20	2	40	4	80	2	40	3	60
	T	2	33	1	17	6	100	2	33	5	83
	A	-	-	-	-	2	100	2	100	2	100

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

INDIVIDUAL PROGRAM AREA EVALUATION: Fiction Writing

TABLE WS

8 Schools

	YES		NO	
	N	%	N	%
1. Was the presentation appropriate to the age of the class?	8	100	-	-
2. Do the presentations	8	100	—	-
activities	8	100	—	-
assignments exceed the usual classroom program?	8	100	—	-
3. Do the students write either during the artists session	8	100	—	-
or afterwards along creative lines suggested by him or her?	5	63	1	13
4. Do the students present imagivative	5	63	—	-
creative	5	63	—	-
non-discursive ideas in their writing?	4	50	—	-
5. Does the writer stress the contribution of knowledge to creative imagination?	6	75	1	13
6. Does the writer reward evidences of cognitive background in students creations?	6	75	—	-
7. Does the teacher remain with the group	6	75	2	25
and participate in the classroom sessions?	—	-	7	80
INTERVIEW POINTS:				
1. Does the teacher link cognitive classroom experiences with creative production based on the writer's presentations	7	88	1	13
2. Does the teacher utilize and build on the insights from the writer's class?	7	88	—	-
3. Does the writer	3	38	3	38
and the teacher make connections between the fiction students read and the stories the writer creates?	2	25	4	50
4. Does the teacher attempt to apply insights from the writer's presentations in later literature classes?	7	88	2	25
5. Do the writers work with both teachers and students?	3	38	4	50

Findings: Table W6 indicates that the presentations were appropriate for the ages of the students involved.

Question 4: Are there changes in the students' attitudes toward self, school and this AIS Program Area after the AIS presentation?

Findings: Tables 7A, B and C in the basic text of this report show results from the student attitudes scales. Data for this AIS Program Area was collected only pre and post.

Comparison of total scale results for the concepts "Myself" (Table 7A), "School and Me" (Table 7B) and "Fiction Writing and Me" (Table 7C) indicate no statistically significant, at or below the .05 level, mean shift in attitudes.

Tables W7, W8 and W9 show results by scale items.

A review of the student interview data contained in Table shows that, when the students were asked to describe what they had just seen or done, the most frequently used words were interesting and like.

All of the 35 students who responded to the question about whether they knew the program was going to be in their school that day indicated that they did know.

Of those who responded to the attitude items, 13 or 54% indicated positive words when asked how did what they just saw or did make them feel about themselves, 12 or 80% indicated positive words relative to school, and 13 or 68% indicated positive words relative to fiction writing.

Question 5: What are the opinions of principals, curriculum specialists, teachers and artists about the progress of this AIS Program Area?

Findings: Table W10 reflects comparisons of the opinions of the different respondent groups on several aspects of this AIS Program Area.

A majority of the respondents agreed that they feel very good about this AIS program, very good or good about themselves as a result of this

TABLE V6

STUDENT INTERVIEW DATA

Program Area Fictionwriting Number of Schools 7

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

   Interesting....2

   Like....2

   Good....1

   boring....1

   Different....1

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

   35 Yes

   - No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

   POSITIVE 13

   NO DIFFERENT 9

   NEGATIVE 2

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

   POSITIVE 12

   NO DIFFERENT 1

   NEGATIVE 2

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Fictionwriting ?

   POSITIVE 13

   NO DIFFERENT -

   NEGATIVE 6

TABLE W
ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Fiction Writing

Scale Concept Myself

Adjective Pairs	TOTAL Post X		TOTAL Pre X		SE	d.f.	t.	p.	Delayed TOTAL Post X		Pre X		SE	d.f.	t.	p.	Delayed TOTAL Post X		Post X		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	3.83	.41	3.17	.41	.17	5	-1.58	.18																
Quiet - Loud	3.50	.84	3.50	.84	.34	5	.0	1.00																
Good - Bad	3.67	.82	3.83	.75	.31	5	-1.00	.36																
Fast - Slow	3.50	.55	3.17	.75	.31	5	.79	.47																
Nice - Awful	4.00	.63	4.00	.63	.26	5	.0	1.00																
Big - Small	3.17	.41	3.17	.41	.17	6	.0	1.00																
Kind - Cruel	3.67	.52	3.50	.55	.22	5	1.00	.36																
Strong - Weak	3.33	.52	3.83	.41	.17	5	-2.24	.08																
Fair - Unfair	3.83	.41	4.00	.0	.0	5	-1.00	.36																
High - Low	3.17	.41	3.17	.41	.17	5	.0	1.00																
Like - Dislike	3.50	.55	3.67	.52	.21	5	-1.00	.36																
Easy - Hard	3.00	.63	3.00	1.10	.45	5	.0	1.00																

*Statistically significant at or below the .05 level.

TABLE W[illegible]

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Fiction [illegible]iting

Scale Concept School and Me

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Delayed TOTAL Pre X	Delayed TOTAL Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	4.00	.63	3.50	.55	.22	5	2.24	.08																
Quiet - Loud	3.67	.82	3.33	.82	.38	5	1.58	.17																
Good - Bad	3.83	.75	3.83	.41	.17	5	.0	1.00																
Fast - Slow	3.50	.55	3.50	.55	.22	5	0	1.00																
Nice - Awful	3.83	.41	3.83	.98	.40	5	0	1.00																
Big - Small	3.17	.41	3.50	.84	.34	5	−1.00	.36																
Kind - Cruel	3.83	.75	3.83	.75	.31	5	0	1.00																
Strong - Weak	3.50	.55	3.67	.52	.21	5	−1.00	.36																
Fair - Unfair	4.00	.0	4.17	.41	.17	5	−1.00	.36																
High - Low	3.50	.55	3.17	.41	.17	6	1.58	.17																
Like - Dislike	3.67	.52	3.67	.52	.21	5	.0	1.00																
Easy - Hard	3.33	.52	3.33	.52	.21	5	0	1.00																

*Statistically significant at or below the .05 level.

TABLE W

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Fiction Writing

Scale Concept Fiction Writing and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	3.50	.84	3.50	.84	.34	5	.0	1.00																
Quiet - Loud	3.83	.98	4.17	.75	.31	5	-1.58	.18																
Good - Bad	3.83	.75	3.50	1.05	.43	5	1.58	.18																
Fast - Slow	2.83	.75	2.17	.98	.49	5	1.35	.24																
Nice - Awful	4.00	.63	3.67	.52	.21	5	1.58	.18																
Big - Small	3.00	.0	2.83	.41	.17	5	1.00	.36																
Kind - Cruel	4.00	.63	4.17	.75	.31	5	-1.00	.36																
Strong - Weak	2.83	.41	2.83	.41	.17	5	.0	1.00																
Fair - Unfair	3.67	.82	3.83	.75	.31	5	-.54	.61																
High - Low	3.33	.52	2.83	.41	.17	5	1.46	.20																
Like - Dislike	3.67	.82	3.50	1.05	.48	5	.42	.70																
Easy - Hard	3.17	.41	3.00	.63	.26	5	1.00	.36																

*Statistically significant at or below the .05 level.

program, their attitudes toward schools have been affected in a positive way, and that they are very much or much involved in the program.

There was agreement, also, that the funding for this AIS program was very satisfactory or satisfactory, that this AIS program has affected a great deal or nearly so students general school achievement, their arts achievement, that products do result from this AIS program and the projects are used, circulated, and/or observed.

The overall rating of very high was given this AIS program by a majority of the respondents.

A majority of the respondents, except the artists, indicated that they had no or very little orientation to or training for this AIS program.

Additional Findings

Table W11 reflects the responses to questions concerning the training and background in AIS.

There was agreement among the respondents that an inservice education program in the integration of this AIS program into the regular curriculum would benefit them and the students.

Table 11 in the basic report shows the results of the data collected from the parents concerning this program.

TABLE W10

ARTISTS-IN-THE-SCHOOLS EVALUATION

A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Fiction-Writing

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	1	Principal	-	-	-	-	2	50	-	-	1	50	2.00	1.16
	-	Curr. Spec.	-	-	1	20	1	20	-	-	3	60	1.80	1.30
	-	Teacher	-	-	1	17	1	17	-	-	4	67	1.83	1.33
	-	Artist	1	100	-	-	-	-	-	-	-	-		
2.) How do you feel about AIS? (Very good - Very bad)	-	Principal	4	80	1	20	-		-				4,80	0,45
	-	Curr. Spec.	4	80	1	20	-	-	-	-	-	-	4,80	0,45
	-	Teacher	5	83	1	17	-	-	-	-	-	-	4.83	0.41
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad).	2	Principal	1	33	1	33	1	33	-	-	-	-	4.00	1.00
	-	Curr. Spec.	4	80	1	20	-	-	-	-	-	-	4.80	0.45
	-	Teacher	4	67	1	17	1	17	-	-	-	-	4.50	0.84
	-	ARtist	1	100	-	-	-	-	-	-	-	-	-	-
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	1	Principal	-	-	3	75	-	-	1	25	-	-	3.50	1.00
	-	Curr. Spec.	3	60	1	20	1	20	-	-	-	-	4.40	0.89
	2	Teacher	3	75	-	-	1	25	-	-	-	-	4.50	1,00
	-	Artist	-	-	1	100	-	-	-	-	-	-	-	-
5.) To what extent are y[illegible]volved in AIS? (Very Much - Not at all)	-	Principal	-	-	1	20	2	40	2	40			2,80	0,84
	-	Curr. Spec.	3	60	-	-	2	40	-	-	-	-	4,20	1,10
	-	Teacher	2	33	2	33	-	-	1	17	1	17	3,50	1.64
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory	1	Principal	1	25	1	25	-	-	2	50	-	-	3,25	1.50
	3	Curr. Spec.	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	3	Teacher	1	33	1	33	1	33	-	-	-	-	4.00	1.00
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	3	Principal	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	2	Curr. Spec	2	67	-	-	-	-	1	33	-	-	4.00	1.73
	3	Teacher	1	33	-	-	2	67	-	-	-	-	3.67	1.16
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	2	Principal	2	67	1	33	-	-	-	-	-	-	4.67	0.58
	1	Curr. Spec	4	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	4	67	1	17	1	17	-	-	-	-	4.50	0.84
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	2	Principal	1	33	1	33	1	33	-	-	-	-	4,00	1,00
	1	Curr. Spec	3	75	-	-	1	25	-	-	-	-	4,50	1,00
	2	Teacher	1	25	1	25	1	25	1	25	-	-	3,50	1,29
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	3	Principal	1	50	1	50	-	-	-	-	-	-	4,50	0,71
	2	Curr. Spec	2	67	-	-	1	33	-	-	-	-	4,33	1,16
	2	Teacher	1	25	3	75	-	-	-	-	-	-	4,25	0,50
	-	Artist	1	100		-	-	-	-	-	-	-	-	-
11.) Has AIS affected the general community? (A great deal - Not at all)	2	Principal	-	-	1	33	1	33	-	-	1	33	2,67	1,53
	1	Curr. Spec	-	-	2	50	2	50	-	-	-	-	3,50	0,58
	4	Teacher	1	50	-	-	-	-	-	-	1	50	3,00	2,83
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-
12.) Has AIS affected the school community? (A great deal - Not at all)	2	Principal	-	-	2	67	-	-	-	-	1	33	3,00	1,73
	-	Curr. Spec	-	-	1	20	3	60	-	-	1	20	2,80	1,10
	3	Teacher	1	33	-	-	1	33	-	-	1	33	3,00	2,00
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	1	Principal	-	-	2	50	-	-	-	-	2	50	2,50	1,73
	-	Curr. Spec	2	40	-	-	1	20	1	20	1	20	3,20	1.79
	2	Teacher	-	-	-	-	1	25	-	-	3	75	1,50	1.00
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-
14.) Has AIS affected the arts program? (A great deal - Not at all)	1	Principal	-	-	2	50	1	25	-	-	1	25	3.00	1.41
	-	Curr. Spec.	1	20	-	-	1	20	2	40	1	20	2.60	1.52
	2	Teacher	-	-	-	-	1	25	-	-	3	75	1.50	1.00
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	1	Principal	-	-	2	50	2	50	-	-	-	-	3.50	0.58
	1	Curr. Spec	4	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	2	33	-	-	3	50	1	17	-	-	3.50	1.23
	1	Artist	-	-	-	-	-	-	-	-	-	-	-	-
16.) To what extent do products result from AIS? (A great deal - Not at all)	-	Principal	1	25	2	50	1	25	-	-	-	-	4.00	0.82
	-	Curr. Spec.	4	80	1	20	-	-	-	-	-	-	4.80	0.45
	2	Teacher	3	75	-	-	1	25	-	-	-	-	4.50	1.00
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	1	Principal	-	-	3	75	1	25	-	-	-	-	3,75	0,50
	1	Curr. Spec.	2	50	1	25	1	25	-	-	-	-	4.25	0,96
	1	Teacher	4	80	-	-	1	20	-	-	-	-	4,60	0,89
	-	Artist	1	100	-	-	-	-	-	-	-	-	-	-

TABLE W11

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Fiction-Writing

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	1.75	0.50	4	1
	Curr. Spec.	3.00	1.73	5	
	Teacher	1.67	0.82	6	
	Artist	2.00	-	1	

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
DANCE	Principal		
	Curr. Spec.	2	40
	Teacher		
	Artist		
FICTION-WRITING	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
FILMMAKING	Principal	1	20
	Curr. Spec.		
	Teacher		
	Artist		
MUSIC	Principal	1	20
	Curr. Spec.	3	60
	Teacher	1	17
	Artist	-	
PHOTOGRAPHY	Principal		
	Curr. Spec.		
	Teacher	1	17
	Artist		
POETRY	Principal	1	20
	Curr. Spec.		
	Teacher		
	Artist	1	100
THEATRE	Principal	4	80
	Curr. Spec.	4	80
	Teacher	2	33
	Artist		

	Position	YES N	YES %	NO N	NO %
[illegible] your undergraduate preparation program include orientation to an AIS program?	Principal			4	80 1
	Curr. Spec.			5	100
	Teacher			6	100
	Artist			1	100
Have you, within the last five years elected to pursue further education in the arts?	Principal			4	80
	Curr. Spec.			4	80
	Teacher			5	83
	Artist			1	100

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	3	60			2	40						
	Curr. Spec.	2	40	2	40	1	20						
	Teacher	3	50	2	33	1	17						
	Artist			1	100								

Filmmaking

Subjects

Of the total in-school surveys made (951), those for filmmaking (20) represent only 2%. Therefore, a word of caution is in order concerning the interpretation of these results when they are being compared with those from other AIS Program Areas. The numbers of respondents by category for filmmaking are principals - 2, curriculum specialists - 3, teachers - 3, artist - 1 (surveyed at 2 different schools), and students - 10. No parents were surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table F1 reflects that the respondents, except the curriculum specialists, agreed that the filmmaking AIS Program is being integrated to a great extent into the regular art curriculum. There was agreement that it is not at all being integrated into the regular mathematics curriculum.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: A majority of the respondents agreed that the teachers provide technical assistance, work with others to integrate the program into the regular curriculum, evaluate the extent to which this AIS program area has been integrated ino the regular curriculum, and plan ways and attempt to integrate filmmaking into the regular curriculum. There is agreement, for the most part, that the artist performs these roles also. See Table F2.

TABLE F1

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Filmmaking

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/R
			5		4		3		2		1		$\bar{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	[illegible]		1	100	-	-	-	-	-	-	-	-	-	-	1
	CS		-	-	-	-	1	50	1	50	-	-	2.50	0.71	1
	T		2	67	1	33	-	-	-	-	-	-	4.67	0.58	-
	A		2	100	-	-	-	-	-	-	-	-	5.00	0.00	-
Music	P		-	-	-	-	-	-	1	100	-	-	-	-	1
	CS		-	-	-	-	-	-	-	-	2	100	1.00	0.00	1
	T		-	-	-	-	-	-	-	-	1	100	1.00	-	2
	A		-	-	1	50	1	50	-	-	-	-	3.50	0.71	-
Language	P		-	-	-	-	1	100	-	-	-	-	-	-	1
	CS		-	-	-	-	1	50	-	-	1	50	2.00	1.41	1
	T		-	-	1	50	-	-	-	-	1	50	2.50	2.12	1
	A		1	100	-	-	-	-	-	-	-	-	5.00	-	1
Mathematics	P		-	-	-	-	-	-	-	-	1	100	-	-	1
	CS		-	-	-	-	1	50	-	-	1	50	2.00	1.41	1
	T		-	-	-	-	1	50	-	-	1	50	2.00	1.41	1
	A		-	-	-	-	-	-	-	-	1	100	1.00	-	1
Natural Sciences	P		-	-	-	-	-	-	1	100	-	-	-	-	1
	CS		-	-	-	-	1	50	-	-	1	50	2.00	1.41	1
	T		-	-	1	50	-	-	-	-	1	50	2.50	2.12	1
	A		-	-	-	-	-	-	-	-	1	100	1.00	-	1
Social Sciences	P		-	-	-	-	1	100	-	-	-	-	-	-	1
	CS		-	-	-	-	1	50	1	50	-	-	2.50	0.71	1
	T		-	-	1	50	-	-	-	-	1	50	2.50	2.12	1
	A		1	100	-	-	-	-	-	-	-	-	5.00	-	1

TABLE F2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of
the Following Personnel in Intetrating this AIS
Program into the Regular Curriculum?"

AIS Area Filmmaking

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	1	50	1	50	1	50	-	-	-	-
	CS	1	33	2	67	2	67	1	33	1	33
	T	2	67	1	33	3	100	2	67	3	100
	A	1	50	1	50	2	100	2	100	2	100
Works with others to integrate program into regular curriculum.	P	-	-	1	50	1	50	-	-	1	50
	CS	1	33	1	33	2	67	1	33	2	67
	T	1	33	1	33	3	100	2	67	3	100
	A	1	50	-	-	2	100	1	50	-	-
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	1	50	1	50	1	50	-	-	1	50
	CS	1	33	1	33	2	67	-	-	1	33
	T	2	67	1	33	3	100	-	-	3	100
	A	-	-	-	-	-	-	-	-	-	-
Plans ways to integrate the AIS program into the regular curriculum.	P	1	50	1	50	1	50	-	-	1	50
	CS	1	33	1	33	2	67	1	33	2	67
	T	-	-	1	33	3	100	1	33	3	100
	A	-	-	- -	-	1	50	1	50	1	50
Attempts to integrate AIS program areas into regular curriculum.	P	1	50	1	50	1	50	-	-	-	-
	CS	2	67	1	33	2	67	1	33	2	67
	T	1	33	3	100	3	100	-	-	3	100
	A	1	50	1	50	1	50	-	-	1	50

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

Question 3: To what extent are the operations involved in delivering the filmmaking AIS Program efficient?

Findings: Table F3 indicates that there was agreement among the respondents that operations involved in delivering the filmmaking program are efficient. However, since the same artist was surveyed in two different schools, a review of Table F3 reveals that he thought one school was efficient and one was not,relative to school's choice of performance place and school's readiness of performance place.

Question 4: What are the roles of the in-school respondents in delivering this AIS program area?

Findings: Table F4 shows that there was fair agreement among the respondents relative to roles of the teachers and artist. However, for the other categories of school personnel the role perceptions are mixed.

Progress Evaluation

Question 1: To what extent are the objectives explicated for this AIS Program Area being met?

Findings: No data were collected for this question.

Question 2: To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

Findings: These findings are included with those presented for Question 5.

Question 3: Are the filmmaking AIS presentations appropriate for the ages of the students involved?

Findings: No data were collected for this question.

Question 4: Are there changes in the students' attitudes toward self, school, and this AIS Program Area after the AIS filmmaking presentation?

TABLE F3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS Area: Filmmaking

Operation	# Respon.	Position	Very Efficient 5		4		3		2		Not at all efficient 1		Total		N/F
			N	%	N	%	N	%	N	%	N	%	X	S.D.	
Artists moving in and out of school.		P	1	100	-	-	-	-	-	-	-	-	-	-	1
		CS	2	100	-	-	-	-	-	-	-	-	4.00	0.00	1
		T	2	67	-	-	1	33	-	-	-	-	4.33	1.16	-
		A	2	100	-	-	-	-	-	-	-	-	5.00	0.00	-
		O	1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
School's choice of performance place.		P	1	100	-	-	-	-	-	-	-	-	-		1
		CS	1	50	1	50	-	-	-	-	-	-	4.50	0.50	1
		T	1	33	1	33	-	-	1	33	-	-	3.67	1.53	-
		A	1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
		O	1	50	-	-	-	-	1	50	-	-	3.50	2.12	-
School's readiness of performance area.		P	1	100	-	-	-	-	-	-	-	-	-	-	1
		CS	1	50	1	50	-	-	-	-	-	-	4.50	0.71	1
		T	2	67	1	33	-	-	-	-	-	-	4.67	0.58	-
		A	1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
		O	1	50	-	-	-	-	-	-	1	50	3.50	2.12	-
Student discipline by school personnel.		P	-	-	1	100	-	-	-	-	-	-	-	-	1
		CS	2	100	-	-	-	-	-	-	-	-	5.00	0.00	1
		T	3	100	-	-	-	-	-	-	-	-	5.00	0.00	-
		A	-	-	2	100	-	-	-	-	-	-	4.00	0.00	-
		O	2	100	-	-	-	-	-	-	-	-	5.00	0.00	-

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE F4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Filmmaking

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	1	50	1	50	1	50	1	50	1	50
	CS	2	67	2	67	2	67	1	33	2	67
	T	2	67	2	67	3	100	3	100	3	100
	A	-	-	-	-	1	50	1	50	2	100
Participates in program.	P	1	50	1	50	1	50	-	-	-	-
	CS	1	33	1	33	2	67	1	33	2	67
	T	-	-	1	33	3	100	3	100	3	100
	A	-	-	1	50	1	50	2	100	2	100
Observes the artist at work.	P	-	-	1	50	1	50	-	-	-	-
	CS	1	33	2	67	2	67	2	67	-	-
	T	2	67	1	33	3	100	2	67	1	33
	A	-	-	-	-	2	100	2	100	-	-
Observes the students working with the artists.	P	-	-	-	-	-	-	-	-	-	-
	CS	1	33	2	67	2	67	-	-	-	-
	T	2	67	1	33	3	100	1	33	-	-
	A	1	50	-	-	2	100	1	50	-	-
Observes the students work that results from this AIS Program Area.	P	-	-	-	-	-	-	-	-	-	-
	CS	-	-	-	-	1	33	-	-	1	33
	T	1	33	-	-	2	67	2	67	2	67
	A	2	100	1	50	1	50	1	50	1	50

Key: P - Principal/CS - Curriculum Specialist, T - Teacher/A - Artist

Findings: Tables 7A, B and C in the basic report show results from the student attitude scales.

Comparisons of the total scale results for the concept "Myself" (Table 7A) indicate that there was no statistically significant, at or below the .05 level, mean shifts. Table 7B shows that there was one statistically significant mean shift for the concept "School and Me". The mean value was higher on the posttest than it was on the pretest. No statistically significant mean shift were found for the concept "Filmmaking and Me".

It was noted that all of the means were higher for "Filmmaking and Me" than they were for either of the other two concepts.

Tables F5, F6 and F7 show comparisons of results by scale items.

A review of the student interview data contained in Table F8 shows that, when students were asked to describe what they had just seen or done, they replied "learned", "fun" and "like".

All ten of the students interviewed knew that the filmmaking program was going to be in their school that day.

Of those who responded to the attitude items, eight out of nine indicated positive words when asked how did what they just saw or did make them feel about themselves, six out of six indicated positive words about school, and four out of four indicated positive words about filmmaking.

Question 5: What are the opinions of principals, curriculum specialists, teachers and artists abbut the progress of this AIS Program Area?

Findings: Table F9 reflects comparisons of the opinions of the different respondents on several aspects of the filmmaking AIS Program

TABLE ___

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Filmmak

Scale Concept Myself

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.20	.79	3.70	.68	.27	9	1.86	.10	4.22	.67	3.78	.67	34	8	1.32	.23	4.22	.67	4.33	.71	.20	8	-.55	.59
Quiet - Loud	3.20	.63	3.00	.67	.13	9	1.50	.17	3.44	.73	3.00	.71	24	8	18	.10	3.44	.73	3.22	.67	.28	8	80	.45
Good - Bad	3.50	.97	3.60	.84	.18	9	-.56	.59	4.00	.87	3.67	.87	17	8	2.00	.08	4.00	.87	3.56	1.01	.24	8	1.84	.10
Fast - Slow	3.90	.74	3.90	.32	.21	9	.00	1.00	4.11	.60	3.09	.33	22	8	1.00	.35	4.11	.61	3.89	.78	.32	8	.69	.51
Nice - Awful	3.90	.99	4.00	.82	.18	9	-.56	.59	4.11	.78	4.00	.87	.11	8	1.00	.35	4.11	.78	3.89	1.05	.15	8	1.51	.17
Big - Small	3.60	.70	3.50	.53	.2	9	.43	.68	3.67	.71	3.56	.53	.31	8	.36	.73	3.67	.71	3.67	.71	.24	8	0.0	1.00
Kind - Cruel	3.90	.99	3.60	.84	.26	9	1.15	.2	4.00	1.12	3.56	.88	.34	8	1.32	.23	4.00	1,12	3.89	1.05	.35	8	.32	.76
Strong - Weak	3.90	.74	4.10	.74	.26	9	-.80	.44	4.22	.67	4.11	.78	.31	8	.36	.73	4.22	.67	3.89	.78	.29	8	1.15	.28
Fair - Unfair	3.90	.88	3.80	.79	.28	9	.36	.73	3.89	1.05	3.78	.83	.39	8	.29	.78	3.89	1.05	3.89	.93	.24	8	0	1.00
High - Low	3.70	.82	3.40	.52	.30	9	1100	.34	3.56	.73	3.33	.50	.22	8	1.00	.35	3.56	.73	3.78	.83	.28	8	-.80	.45
Like - Dislike	4,00	.82	3.60	.84	.40	9	1.00	.3	4.22	.83	3.56	.88	.41	8	1.63	.14	4.22	.83	4,00	.87	.22	8	1,00	.35
Easy - Hard	3.70	.95	3.40	.70	.40	9	.76	.47	3.33	1.00	3.33	.71	.41	8	.0	1.00	3.33	1.00	3,67	1.00	.37	8	.89	.40

*Statistically significant at or below the .05 level

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Filmmak

Scale Concept School and Me

Adjective Pairs	TOTAL Post		TOTAL Pre						Delayed TOTAL Post		Pre						Delayed TOTAL Post		Post					
	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.	X	S.D.	X	S.D.	SE	d.f.	t.	p.
Happy - Sad	4.00	.82	3.80	.79	.25	9	.80	.44	4.11	.78	3.89	.78	.28	8	.80	.45	4.11	.78	4.11	.78	.24	8	0	1.00
Quiet - Loud	3.40	1.08	2.90	.57	.22	9	2.24	*.05	3.11	1.05	2.89	.60	.28	8	.80	.45	3.11	1.05	3.44	1.13	.24	8	-1.41	.20
Good - Bad	3.40	.97	3.80	1.03	.16	9	-2.45	*.04	3.22	1.20	3.89	1.05	.24	8	-2.83	*.02	3.22	1.20	3.44	1.01	.15	8	-1.51	.17
Fast - Slow	4.10	.57	3.50	.53	.22	9	2.71	*.02	3.67	.87	3.44	.53	.28	8	.80	.45	3.67	.87	4.11	.60	.29	8	-1.51	.17
Nice - Awful	3.70	.95	4.00	.82	.15	9	-1.96	.08	4.11	.93	4.00	.87	.20	8	.55	.59	4.11	.93	3.67	1.00	.18	8	2.53	*.04
Big - Small	3.70	.82	3.40	.52	.30	9	1.00	.34	3.78	.83	3.44	.53	.29	8	1.15	.28	3.78	.83	3.78	.83	.24	8	0	1.00
Kind - Cruel	3.70	.95	3.40	1.08	.34	9	.90	.39	3.78	1.09	3.33	1.12	.29	8	1.51	.17	3.78	1.09	3.67	1.00	.31	8	.36	.73
Strong - Weak	3.89	.33	3.22	.67	.24	9	2.83	*.02	4.13	.84	3.25	.71	.30	8	2.97	*.02	4.11	.78	4.00	.50	.35	8	.32	.76
Fair - Unfair	3.70	.82	3.40	.72	.40	9	.76	.47	4.00	.8-	3.33	.71	.41	8	1.63	.14	4.00	.87	3.67	.87	.24	8	1.41	.20
High - Low	3.70	.68	3.40	.70	.27	9	1.15	.2	3.89	.78	3.33	.71	.41	8	1.35	.21	3.89	.78	3.78	.67	.31	8	.36	.73
Like - Dislike	3.90	.88	4.10	.74	.20	9	-1.00	.34	3.89	1.27	4.11	.79	.36	8	-.61	.56	3.89	1.27	3.89	.93	.29	8	0	1.00
Easy - Hard	4.00	.67	3.30	.68	.34	9	2.09	.07	3.00	1.00	3.22	.67	.40	8	-.55	.59	3.00	1.00	4.00	.71	.37	8	-2.68	*.03

*Statistically significant at or below the .05 level.

TABLE F

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Filmmak

Scale Concept Filmmaking and Me

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Pre X	Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	4.00	.94	4.20	.79	.30	9	-1.00	.3	4.67	.50	4.33	.71	.24	8	1.41	.20	4.67	.50	4.11	.93	.38	8	1.47	.18
Quiet - Loud	4.00	1.05	3.80	.79	.33	9	.61	.5	4.22	.67	3.89	.78	.24	8	1.41	20	4.22	.67	4.11	1.05	.39	8	.29	.78
Good - Bad	4.00	.82	4.10	.74	.18	9	-.56	.59	4.67	.71	4.22	.67	.18	8	2.53	.04	4.67	.71	4,11	,78	.34	8	1.64	.14
Fast - Slow	4.10	.74	4,00	.67	.18	9	.56	.59	4,22	,83	4,00	,71	,28	8	,80	,45	4,22	,83	4,11	,78	,31	8	,36	,73
Nice - Awful	4.10	.74	4.20	.63	.23	9	-.43	.68	4,44	.53	4,22	,67	,22	8	1,00	,35	4,44	,53	4,11	,78	,17	[illegible]	2,00	,08
Big - Small	3.56	.88	3.56	.73	.17	9	.0	1.00	3.25	1,28	3,63	,74	,42	8	-,89	,40	3,22	1,20	3,56	,88	,33	8	-1,00	,35
Kind - Cruel	4.00	,82	4.20	.79	.33	9	-.61	.56	4,00	1,00	4.22	.83	,36	8	-,61	,56	4,00	1,00	4,00	,87	,17	8	,0	1,00
Strong - Weak	3.90	.74	3.50	.97	.31	9	1.31	,22	4,11	.78	3,56	1,01	,34	8	1,64	,14	4,11	,78	3,89	,78	,22	8	1,00	,35
Fair - Unfair	3.80	.92	4.00	.67	.36	9	-.56	.59	4.44	.53	4.00	.71	,29	8	1.51	17	4.44	.52	3.78	,97	,24	8	2,83	.02
High - Low	3.70	.82	3.80	.79	.18	9	-.56	.59	3.56	1.01	3,78	.83	,28	8	-,80	,45	3,56	1,01	3,78	,83	,36	8	-,61	,56
Like - Dislike	4.30	.68	4.30	.68	.26	9	.0	1.00	3.89	1.45	4.33	.71	,53	8	-,84	,43	3,89	1,45	4,33	,71	,29	8	-1,51	,17
Easy - Hard	4.30	.68	3.90	.88	.27	9	1.50	.17	3.33	.87	3.89	.93	.48	8	-1.17	.28	3.33	.87	4.33	.71	.33	8	-3.00	.02

*Statistically significant at or below the .05 level

Table F8
STUDENT INTERVIEW DATA

Program Area Filmmaking Number of Schools 2

Number of Students Interviewed 10

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

Learned....2

Fun....2

Like....2

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

10 Yes

- No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

POSITIVE 8

NO DIFFERENT 1

NEGATIVE -

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

POSITIVE 6

NO DIFFERENT -

NEGATIVE -

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Filmmaking ?

POSITIVE 4

NO DIFFERENT -

NEGATIVE -

TABLE F9

ARTISTS-IN-THE-SCHOOLS EVALUATION

A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Filmmaking

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	1	Principal	1	100	-	-	-	-	-			-	-	-
	1	Curr. Spec.	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	-	Teacher	-	-	1	33	1	33	-	-	1	33	2.67	1.53
	-	Artist	1	50	-	-	1	50	-	-	-	-	4.00	1.41
2.) How do you feel about AIS? (Very good - Very bad)	1	Principal	1	100	-	-	-	-	-	-	-	-	-	-
	1	Curr. Spec.	2	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	2	67	1	33	-	-	-	-	-	-	4.67	0.58
	-	Artist	1	50	1	50	-	-	-	-	-	-	4.50	0.71
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	1	Principal	1	100	-	-	-	-	-	-	-	-	-	-
	1	Curr. Spec.	2	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	3	100	-	-	-	-	-	-	-	-	-	-
	-	ARtist	2	100	-	-	-	-	-	-	-	-	-	-
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	1	Principal	1	100	-	-	-	-	-	-	-	-	-	-
	1	Curr. Spec.	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	-	Teacher	1	33	1	33	1	33	-	-	-	-	4.00	1.00
	-	Artist	-	-	-	-	2	100	-	-	-	-	-	-
5.) To what extent are you involved in AIS? (Very Much - Not at all)	1	Principal	-	-	-	-	1	100	-	-	-	-	-	-
	1	Curr. Spec.	-	-	1	50	1	50	-	-	-	-	3,50	0,71
	-	Teacher	1	33	-	-	2	67	-	-	-	-	3,67	1,16
	-	Artist	2	100	-	-	-	-	-	-	-	-	-	-
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory_	1	Principal	-	-	1	100	-	-	-	-	-	-	-	-
	2	Curr. Spec.	1	100	-	-	-	-	-	-	-	-	-	-
	2	Teacher	-	-	1	100	-	-	-	-	-	-	-	-
	-	Artist	-	-	-	-	2	100	-	-	-	-	-	

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	1	Principal	-	-	-	-	1	100	-	-	-	-	-	-
	1	Curr. Spec	2	100	-	-	-	-	-	-	-	-	-	-
	1	Teacher	2	100	-	-	-	-	-	-	-	-	-	-
	-	Artist	1	50	1	50	-	-	-	-	-	-	4.50	0.71
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	2	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	1	Curr. Spec	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	-	Teacher	2	67	-	-	1	33	-	-	-	-	4.33	1.16
	-	Artist	1	50	1	50	-	-	-	-	-	-	4.50	0.71
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	2	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	2	Curr. Spec	1	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	2	67	-	-	1	33	-	-	-	-	4,33	1,16
	1	Artist	1	100	-	-	-	-	-	-	-	-	-	-
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	2	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	2	Curr. Spec	-	-	-	-	1	100	-	-	-	-	-	-
	1	Teacher	1	50	-	-	1	50	-	-	-	-	4,00	1,41
	-	Artist	2	100	-	-	-	-	-	-	-	-	-	-
11.) Has AIS affected the general community? (A great deal - Not at all)	1	Principal	-	-	-	-	1	100	-	-	-	-	-	-
	1	Curr. Spec	1	50	1	50	-	-	-	-	-	-	4,50	0,71
	-	Teacher	-	-	1	33	-	-	1	33	1	33	2,33	1,53
	-	Artist	2	100	-	-	-	-	-	-	-	-	-	-
12.) Has AIS affected the school community? (A great deal - Not at all)	1	Principal	-	-	-	-	-	-	-	-	1	100	-	-
	2	Curr. Spec	1	100	-	-	-	-	-	-	-	-	-	-
	-	Teacher	1	33	1	33	-	-	-	-	1	33	3,33	2,08
	-	Artist	1	50	-	-	-	-	1	50	-	-	3,50	2,12
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	1	Principal	-	-	-	-	-	-	-	-	1	100	-	-
	1	Curr. Spec	1	50	-	-	-	-	-	-	1	50	3.00	2,83
	-	Teacher	1	33	2	67	-	-	-	-	-	-	4,33	0,58
	-	Artist	-	-	-	-	2	100	-	-	-	-	-	-
14.) Has AIS affected the arts program? (A great deal - Not at all)	1	Principal	-	-	-	-	-	-	-	-	1	100	-	-
	2	Curr. Spec	-	-	-	-	1	100	-	-	-	-	-	-
	-	Teacher	2	67	-	-	-	-	-	-	1	33	3.67	2.31
	-	Artist	2	100	-	-	-	-	-	-	-	-	-	-

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	2	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	2	Curr. Spec	1	100	-	-	-	-	-	-	-	-	-	-
	2	Teacher	-	-	1	100	-	-	-	-	-	-	-	-
	1	Artist	-	-	-	-	-	-	1	100	-	-	-	-
16.) To what extent do products result from AIS? (A great deal - Not at all)	2	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	2	Curr. Spec	1	100	-	-	-	-	-	-	-	-	-	-
	3	Teacher	2	67	-	-	-	-	-	-	1	33	3.67	2.31
	-	Artist	1	50	-	-	1	50	-	-	-	-	4.50	0.71
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	-	Principal	-	-	-	-	-	-	-	-	-	-	-	-
	1	Curr. Spec	1	50	1	50	-	-	-	-	-	-	4.50	0.71
	2	Teacher	1	100	-	-	-	-	-	-	-	-	-	-
	-	Artist	1	50	1	50	-	-	-	-	-	-	4.50	0.71

TABLE F10

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Filmmaking

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	1.00	-	-	1
	Curr. Spec.	1.00	0.00	2	1
	Teacher	1.33	0.58	3	
	Artist	5.00	0.00	2	

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal		
	Curr. Spec.		
	Teacher		
	Artist	1	50
DANCE	Principal	1	100
	Curr. Spec.	1	33
	Teacher	1	33
	Artist	1	50
FICTION-WRITING	Principal		
	Curr. Spec.		
	Teacher	1	33
	Artist	1	50
FILMMAKING	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
MUSIC	Principal		
	Curr. Spec.	1	33
	Teacher		
	Artist		
PHOTOGRAPHY	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
POETRY	Principal		
	Curr. Spec.		
	Teacher	1	33
	Artist	1	50
THEATRE	Principal	1	100
	Curr. Spec.	1	33
	Teacher	1	33
	Artist	1	50

	Position	YES		NO		
		N	%	N	%	
[illegible] your undergraduate preparation program include orientation to an AIS program?	Principal					
	Curr. Spec.			1	33	2
	Teacher			1	33	2
	Artist	1	50			
Have you, within the last five years elected to pursue further education in the arts?	Principal					2
	Curr. Spec.			1	33	2
	Teacher			1	33	2
	Artist	1	50			1

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal											2	
	Curr. Spec.	1	33									2	
	Teacher					2	67					1	
	Artist					1	50					1	

Area.

A majority of the respondents agreed that they feel very good about the filmmaking AIS Program, that they feel very good about themselves as a result of the filmmaking AIS Program, and that it has affected their attitude toward schools in a positive direction.

No clear pattern emerged on the remaining aspect due to the small number of respondents.

Additional Findings

Table F10 reflects the responses to question concerning training and background in AIS. Again, no clear pattern emerged due to the low number of respondents.

Music

Subjects

Of the total in-school surveys made (951), those for music (263) represent 28%. The numbers of respondents by category are: principals -31, curriculum specialists - 31, teachers - 36, artists - 31 and students -134. In addition, 21 parents, 17 mothers and 4 fathers, were surveyed via telephone. These parents were among those of students surveyed who were selected at random to have their parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table M1 reflects that the respondents agreed that the music AIS Program is being integrated into the regular music curriculum. There also appears to be agreement among the respondents that the music AIS Program is not, to any substantial degree, being integrated into the regular mathematics, natural sciences or social sciences curriculum. However, a majority of the teachers felt that the music AIS Program was being integrated into the regular art and language arts programs.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: A review of Table M2 reveals that there was agreement among the respondents, except the artists, that the curriculum specialists provide technical assistance, work with others to integrate the music program into the regular curriculum, evaluate the extent to which the music AIS Program has been integrated into the regular curriculum and plan ways to integrate the AIS music program into the regular curriculum.

TABLE 41

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Music

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/F
			5		4		3		2		1		$\overline{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P		2	7	11	37	11	37	3	10	3	10	3.20	1.06	1
	CS		2	7	7	26	7	26	4	15	7	26	2.74	1.32	4
	T		13	39	4	12	14	42	1	3	1	3	3.82	1.10	3
	A		1	33	-	-	1	33	-	-	1	33	3.00	2.00	28
Music	P		15	50	11	37	3	10	-	-	1	3	4.30	0.92	1
	CS		16	57	7	25	5	18	-	-	-	-	4.39	0.79	3
	T		22	63	4	11	5	14	-	-	4	11	4.14	1.35	1
	A		5	71	1	14	-	-	1	14	-	-	4.43	1.13	24
Language	P		2	6	10	32	12	39	7	23	-	-	3.73	0.88	-
	CS		3	11	13	46	7	25	3	11	2	7	3.43	1.07	3
	T		12	38	6	19	10	31	2	6	2	6	3.75	1.22	4
	A		-	-	1	20	2	40	-	-	2	4	2.40	1.34	26
Mathematics	P		1	3	3	10	9	29	10	32	8	26	2.32	1.08	-
	CS		-	-	1	4	6	23	7	2-	12	46	1.85	0.93	5
	T		2	6	3	9	8	25	8	25	11	34	2.28	1.22	4
	A		-	-	-	-	-	-	1	33	2	67	1.33	0.58	28
Natural Sciences	P		1	3	3	10	10	32	9	29	8	26	2.36	1.08	-
	CS		2	7	1	4	6	22	7	26	11	41	2.11	1.22	4
	T		1	3	9	29	7	23	1	3	13	42	2.48	1.39	5
	A		1	25	-	-	1	25	-	-	2	50	2.50	1.92	27
Social Sciences	P		2	6	6	19	12	39	8	26	3	10	2.87	1.06	-
	CS		2	8	4	15	10	38	1	4	9	35	2.58	1.33	5
	T		3	10	11	35	5	16	3	10	9	29	2.87	1.43	5
	A		1	33	-	-	-	-	1	33	1	33	2.67	2.08	28

TABLE M2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of
the Following Personnel in Intetrating this AIS
Program into the Regular Curriculum?"

AIS Area Music

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	18	58	23	74	12	39	6	19	11	35
	CS	7	23	21	68	13	42	2	6	17	55
	T	6	17	19	53	21	58	5	14	15	42
	A	4	13	10	32	13	42	1	3	8	26
Works with others to integrate program into regular curriculum.	P	12	39	26	84	21	68	5	16	6	19
	CS	6	19	25	81	18	58	2	6	10	32
	T	7	19	22	61	28	78	3	8	4	11
	A	7	23	9	29	14	45	3	10	6	19
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	21	68	21	68	19	61	4	13	4	13
	CS	12	39	21	68	10	32	1	3	-	-
	T	9	25	25	69	28	79	6	17	4	11
	A	4	13	10	32	10	32	4	13	3	10
Plans ways to integrate the AIS program into the regular curriculum.	P	14	15	24	77	24	77	3	10	3	10
	CS	12	39	24	77	21	68	2	6	4	13
	T	7	19	22	61	26	72	9	25	7	19
	A	6	19	10	32	9	29	-	-	7	23
Attempts to integrate AIS program areas into regular curriculum.	P	8	26	16	52	25	81	1	3	1	3
	CS	6	19	17	55	24	77	4	13	5	16
	T	3	8	12	33	31	86	7	19	6	17
	A	5	16	10	32	12	39	-	-	6	19

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

There was agreement, also, that the teachers work with others to integrate the program into the regular curriculum and plan and attempt to integrate the music AIS Program into the regular curriculum.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

Findings: Table M3 clearly indicates that the respondents agreed that the operations involved in delivering the music AIS Program are efficient.

Question 4: What are the roles of the in-school respondents in delivering this AIS Program Area?

Findings: Table M4 shows that there was agreement among the respondents that the curriculum specialists provide technical assistance and observe the artist at work. There was agreement, for the most part, that teachers participate in the program (only 42% of the artists indicated this role for the teachers), observe the artist at work, observe the students working with the artists, and observe the students work that results from this AIS Program Area. The respondents agreed that the students participate in the program and observe the artist at work.

Progress Evaluation

Question 1: To what extent are the objectives explicated for this AIS Program Area being met?

Findings: For most of the music AIS Programs visited, the interviewees indicated that the objectives were being met. Table M5 reflects the responses concerning the objectives. A notable exception was that not all of the students in grades K-3 attended the concert. This may be an impossible objective given circumstances beyond the school's control, e.g. illness of students.

Question 2: To what extent does this AIS Program Area give students the opportunity to use basic skills creatively.

TABLE M3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS Area: Music

Operation	# Respon.	Position	Very Efficient								Not at all efficient		Total		N/R
			5		4		3		2		1		X	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Artists moving in and out of school.		P	20	65	9	29	1	3	1	3	-	-	4.55	0.72	-
		CS	20	71	7	25	1	4	-	-	-	-	4.68	0.55	3
		T	29	83	5	14	1	3	-	-	-	-	4.80	0.47	1
		A	25	89	2	7	-	-	1	4	-	-	4.82	0.61	3
		O	26	79	4	12	1	3	1	3	1	3	4.61	0.93	0
School's choice of performance place.		P	14	45	13	42	3	10	1	3	-	-	4.29	0.78	-
		CS	15	54	11	39	2	7	-	-	-	-	4.46	0.64	3
		T	27	75	6	17	2	6	-	-	1	3	4.61	0.81	-
		A	16	57	7	25	3	11	1	4	1	4	4.29	1.05	3
		O	15	45	9	27	7	21	2	6	-	-	4.12	0.96	-
School's readiness of performance area.		P	19	61	8	26	4	13	-	-	-	-	4.48	0.72	-
		CS	20	71	5	18	3	11	-	-	-	-	4.61	0.69	3
		T	31	89	4	11	-	-	-	-	-	-	4.89	0.32	1
		A	22	79	4	14	1	4	-	-	1	4	4.64	0.87	3
		O	28	85	4	12	-	-	1	3	-	-	4.79	0.60	-
Student discipline by school personnel.		P	14	48	15	52	-	-	-	-	-	-	4.48	0.51	2
		CS	19	70	8	30	-	-	-	-	-	-	4.70	0.47	4
		T	25	69	10	28	1	3	-	-	-	-	4.67	0.54	-
		A	15	54	9	32	3	11	1	4	-	-	4.36	0.83	3
		O	13	39	12	36	7	21	1	3	-	-	4.12	0.86	-

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE M4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Music

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	16	52	22	71	14	45	6	19	9	29
	CS	8	26	22	71	9	29	5	16	14	45
	T	7	19	18	50	14	39	3	8	13	36
	A	11	35	14	45	12	39	-	-	14	45
Participates in program.	P	8	26	11	35	20	65	24	77	21	68
	CS	9	29	14	45	21	68	25	81	24	77
	T	8	22	11	31	19	53	28	78	26	72
	A	3	10	8	26	13	42	22	71	21	68
Observes the artist at work.	P	25	81	23	74	28	90	28	90	7	23
	CS	19	61	25	81	28	90	27	87	9	29
	T	17	47	24	67	36	100	35	97	12	33
	A	13	42	18	58	23	74	24	77	6	19
Observes the students working with the artists.	P	22	71	23	74	27	87	11	35	8	26
	CS	13	42	19	61	25	81	7	23	6	19
	T	15	42	15	42	27	75	16	44	10	28
	A	6	19	14	45	17	65	2	6	2	6
Observes the students work that results from this AIS Program Area.	P	15	48	16	52	29	96	6	19	2	6
	CS	13	42	20	65	25	81	1	3	2	6
	T	10	28	9	25	33	92	5	14	5	14
	A	8	26	11	35	23	74	2	6	1	3

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

21 Schools

TABLE M5

	YES		NO	
	N	%	N	%
1. Did all students in K-3 in the school attend this concert?	2	10	19	90
2. Have the students demonstrated verbally or in writing a familiarity with the families of instruments of the symphony orchestra?	15	71	5	24
3. Have the students demonstrated verbally or in writing a knowledge of the ranges and capabilities of the instruments?	13	62	5	24
4. Was time provided for the students to talk with the performers?	20	95	1	5
5. Did the students talk with the performers?	21	100	—	-
6. Have the students indicated that they would like to attend more concerts of this sort?	18	86	1	5

Findings: These findings are included with those presented for Question 5.

Question 3: Are the music AIS presentations appropriate to the ages of the students involved?

Findings: Data collected for and from students in K-3 seem to indicate that the music AIS Programs presented are appropriate for the ages of the students. However,the question was not asked directly.

Question 4: Are these changes in the students' attitudes toward self, school, and this AIS Program area after the AIS presentation?

Findings: Tables 7A, B and C in the basic report show results from the student attitude scales.

Comparisons of the total scale results for the concept "Myself" (Table 7A) indicate that there was one statistically significant, at or below the .05 level, positive mean shift. The mean scale score on the posttest was higher than that on the pretest relative to the concept "Myself". Tables 7B and 7C reflect no statistically significant shifts in the students' attitudes toward the concept "School and Me" and Music and Me".

It was noted that all of the means were higher for "Music and Me" than they were for either of the other two concepts.

Tables M6, M7 and M8 show comparisons of results by scale items

A review of the student interview data contained in Table M9 shows that, when students were asked to describe what they had just seen or done, the most frequently used words were "like", "good" and "learned". Of the 133 students interviewed 77 or 58% indicated that they knew the music AIS program was going to be in their school that day.

Of those who responded to the attitude items, 51 or 91% indicated positive words when asked how did what they just saw or did make them feel

TABLE [illegible]
ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Musi

Scale Concept Myself

Adjective Pairs	TOTAL Post X	S.D.	Pre X	S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	S.D.	Pre X	S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	S.D.	Post X	S.D.	SE	d.f.	t.	p.
Happy - Sad	4.02	.97	3.75	.91	.09	133	3.00	.00*	3.82	.87	3.72	.89	.08	1.05	1.1	.19	3.82	.-7	3.98	.97	.11	1.05	-1.43	.16
Quiet - Loud	3.68	1.12	3.52	.97	.09	1.3	1.74	.0	3.52	.95	3.47	1.01	.11	1.05	.48	.67	3.52	.95	3.66	1.13	.11	1.05	1.33	.19
Good - Bad	3.84	1.01	3.82	.93	.10	133	.23	.82	3.83	.95	3.74	.94	.12	1.05	.82	.41	3.83	.95	3.78	1.01	.10	1.05	.50	.62
Fast - Slow	3.66	1.18	3.59	1.22	.12	1.32	.64	.52	3.81	1.01	3.68	1.13	.10	1.05	1.27	.2	3.81	1.01	3.64	1.19	.11	1.04	1.58	.13
Nice - Awful	4.16	.96	4.01	.99	.08	1.44	1.87	.06	4.00	.94	4.01	.98	.11	1.05	-.17	.87	4.00	.94	4.14	.99	.09	105	-1.52	.13
Big - Small	3.52	1.30	3.35	1.23	.10	132	1.61	.11	3.30	1.22	3.36	1.21	.15	104	-.45	.65	3.31	1.23	3.50	1.27	.16	105	-1.20	.23
Kind - Cruel	3.92	1.09	3.87	1.09	.11	132	.49	.63	4.15	.89	3.91	1.09	.10	105	1.45	.02*	4.15	.89	3.93	1.05	.12	105	1.82	.07
Strong - Weak	3.96	1.05	3.69	1.09	.10	133	2.71	.01*	3.91	.99	3.68	1.09	.11	105	2.11	.04*	3.91	.99	3.91	1.09	.12	105	.0	1.00
Fair - Unfair	4.02	1.05	3.99	1.03	.10	133	.36	.72	4.08	1.03	4.00	.98	.12	105	.66	.51	4.08	1.03	4.01	1.07	.13	106	.52	.61
High - Low	3.56	1.17	3.45	1.17	.11	133	.95	.34	3.42	1.04	3.48	1.16	.15	105	-.36	.70	3.42	1.04	3.54	1.14	.12	105	-.91	.36
Like - Dislike	3.91	1.19	3.87	1.08	.11	133	.41	.68	4.00	1.01	3.83	1.08	.13	105	1.35	.18	4.00	1.01	3.89	1.20	.12	105	.94	.35
Easy - Hard	3.56	1.21	3.62	1.11	.12	133	-.46	.63	3.46	1.03	3.56	1.08	.13	105	.76	.45	3.46	1.03	3.59	1.18	.14	105	.92	.36

*Statistically significant at or below the .05 level.

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Music

Scale Concept School and Me

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Pre X	Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	3.95	1.09	4.01	1.08	.10	133	-.59	.56	3.80	1.11	4.00	1.07	.13	105	-1.56	.12	3.80	1.11	3.94	1.06	.13	105	-1.10	.28
Quiet - Loud	3.59	1.15	3.62	1.13	.10	132	-.3	.7	3.51	1.05	3.67	1.14	.12	104	-1.34	.18	3.52	1.05	3.55	1.15	.12	105	-.24	.81
Good - Bad	4.01	.98	3.94	.96	.08	133	.91	.36	3.89	.93	3.89	.98	.09	105	.0	1.00	3.89	.93	3.94	1.00	.11	105	-.50	.62
Fast - Slow	3.82	1.05	3.62	1.24	.11	133	1.83	.07	3.67	1.11	3.69	1.22	.13	105	-.07	.94	3.68	1.11	3.79	1.05	.11	105	-1.00	.32
Nice - Awful	4.03	1.07	4.10	1.05	.10	133	-.65	.5	4.00	1.05	4.13	1.02	.12	105	-1.11	.27	4.00	1.05	4.00	1.07	.11	105	.0	1.00
Big - Small	3.53	1.22	3.37	1.21	.09	133	1.75	.08	3.43	1.20	3.36	1.21	.14	105	.55	.59	3.43	1.20	3.55	1.21	.14	105	-.79	.43
Kind - Cruel	3.95	1.11	3.85	1.13	.10	133	.96	.34	4.05	.97	3.86	1.16	.12	105	1.65	.10	4.05	.97	3.92	1.09	.11	105	1.09	.28
Strong - Weak	3.80	1.15	3.69	1.14	.09	132	1.14	.2	3.89	1.05	3.66	1.13	.11	104	2.08	*.0	3.89	1.05	3.76	1.14	.12	105	1.02	.31
Fair - Unfair	3.97	1.06	3.93	1.20	.12	133	.31	.76	4.00	1.04	3.91	1.20	.14	105	.69	.49	4.00	1.04	3.87	1.11	.12	105	1.07	.29
High - Low	3.53	1.17	3.62	1.11	.09	133	-.94	.35	3.37	1.06	3.64	1.09	.13	105	-2.1	*.03	3.37	1.06	3.47	1.15	.13	105	-.83	.41
Like - Dislike	3.94	1.10	3.87	1.21	.12	133	.69	.49	3.93	1.13	3.90	1.20	.15	105	.25	.80	3.93	1.13	3.92	1.18	.12	105	.08	.91
Easy - Hard	3.48	1.21	3.51	1.18	.11	133	-.27	.79	3.58	1.04	3.43	1.17	.14	105	1.04	.30	3.58	1.04	3.43	1.24	.13	105	1.07	.29

*Statistically significant at or below the .05 level

TABLE ___
ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Music

Scale Concept Music and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	DelayedTOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.19	1.06	4.32	.88	.09	133	-1.43	.16	4.23	.92	4.29	.91	.12	105	-.56	.57	4.23	.92	4.18	1.03	.12	105	.39	.70
Quiet - Loud	3.69	1.22	3.68	1.27	.10	133	.07	.94	3.75	1.02	3.75	1.24	.14	105	.07	.95	3.75	1.02	3.71	1.21	.13	105	.36	.72
Good - Bad	4.19	.98	4.28	.88	08	133	-1.02	.31	4.04	.95	4.26	.89	.12	105	-1.97	*.05	4.04	.95	4.11	1.00	.12	105	-.64	.52
Fast - Slow	3.60	1.24	3.63	1.22	.11	133	-.35	.73	3.71	1.05	3.66	1.19	.12	105	.39	.70	3.71	1.05	3.65	1.20	.13	105	.45	.65
Nice - Awful	4.30	.93	4.31	.95	.07	133	-.21	.84	4.06	.96	4.32	.93	.12	105	-2.20	*.03	4.06	.96	4.24	.96	.13	105	-1.43	.16
Big - Small	3.30	1.32	3.47	1.27	.11	130	-1.67	.10	3.47	1.11	3.43	1.25	.14	104	.27	.78	3.48	1.12	3.31	1.26	.13	105	1.28	.20
Kind - Cruel	4.01	1.10	3.94	4.23	.09	133	.73	.47	4.04	.95	3.98	1.20	.11	105	.51	.61	4.04	.95	4.01	1.04	.11	105	.27	.79
Strong - Weak	3.83	1.11	3.80	1.19	.10	133	.31	.76	3.98	.99	3.75	1.16	.13	105	1.76	.08	3.98	.99	3.82	1.08	.13	105	1.25	.21
Fair - Unfair	4.21	.90	4.07	1.03	.08	133	1.64	.10	4.02	1.05	4.03	1.04	.13	105	-.07	.94	4.02	1.05	4.18	.92	12	105	-1.31	.19
High - Low	3.75	1.16	3.57	1.30	.12	133	1.62	.11	3.54	1.09	3.57	1.28	.13	105	-.21	.83	3.54	1.09	3.67	1.14	15	105	-.88	.38
Like - Dislike	4.08	105	3.93	1.28	.11	133	1.35	.18	4.04	1.13	3.92	1.26	.16	105	.73	.47	4.04	1.13	4.06	1.06	12	105	-.16	.88
Easy - Hard	3.57	1.23	3.69	1.17	.10	133	-1.26	21	3.55	1.14	3.52	1.18	14	105	-.53	.60	3.55	1.14	3.57	.19	.13	105	.14	.85

*Statistically significant at or below the .05 level.

about themselves, 39 or 78% indicated positive words when asked how did what they just saw or did make them feel about school, and 54 or 93% indicated positive words when asked how did what they just saw or did make them feel about music.

Question 5: What are the opinions of principals, curriculum specialists, teachers, and artists about the progress of this AIS Program Area?

Findings: Table M10 reflects comparisons of the opinions of the different respondent groups on several aspects of the music AIS Program Area.

A majority of the respondents agreed that they feel very good about the music AIS program, that they feel very good about themselves as a result of the music AIS program, and that the overall rating of the music AIS program is "very high". Most of the respondents indicated that the music AIS Program had affected their attitude toward schools in a positive direction that they were very much or much involved in the music AIS Program and that the music AIS program has affected the arts program a great deal or nearly so.

A majority of the respondents, except theartists, indicated that they had no or very little orientation to or training for the music AIS Program.

Additional Findings

Table M11 reflects the responses to questions concerning training and background in AIS.

There was agreement among the respondents that an inservice education program in the integration of this AIS program into the regular curriculum would benefit them and the students.

Table 11 in the basic report shows the results of the data collected from the parents concerning this program.

Table M9
STUDENT INTERVIEW DATA

Program Area Music Number of Schools 27

Number of Students Interviewed 133

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

Good....6

Like....12

Nice....2

Learned....4

Enjoy....2

Fun....3

Neat....1

Interesting....1

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

77 Yes

56 No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

POSITIVE 51

NO DIFFERENT -

NEGATIVE 5

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

POSITIVE 39

NO DIFFERENT 6

NEGATIVE 5

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Music ?

POSITIVE 54

NO DIFFERENT 2

NEGATIVE 2

TABLE NI

ARTISTS-IN-THE-SCHOOLS EVALUATION

A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Music

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	-	Principal	4	13	3	10	11	35	2	6	11	35	2.58	1.41
	4	Curr. Spec.	1	4	3	11	4	15	5	19	14	52	1,96	1,22
	1	Teacher	5	16	5	16	8	25	4	13	10	31	2.72	1.46
	-	Artist	16	64	3	12	2	8	1	4	3	10	4,12	1,42
2.) How do you feel about AIS? (Very good - Very bad)	-	Principal	28	90	1	3	1	3	1	3	-	-	4.81	0.65
	4	Curr. Spec.	23	85	3	11	1	4	-	-	-	-	4.81	0.48
	-	Teacher	32	97	-	-	1	3	-	-	-	-	4.94	0.35
	-	Artist	24	96	1	4	-	-	-	-	-	-	4.96	0.20
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	2	Principal	18	62	6	21	5	17	-	-	-	-	4.45	0.78
	7	Curr. Spec.	14	58	5	21	5	21	-	-	-	-	4.38	0.82
	1	Teacher	25	78	3	9	4	13	-	-	-	-	4.66	0.70
	1	ARtist	23	96	1	4	-	-	-	-	-	-	4.96	0.20
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	4	Principal	14	52	3	11	10	37	-	-	-	-	4.15	0.95
	5	Curr. Spec.	12	46	5	19	9	35	-	-	-	-	4.12	0.91
	-	Teacher	16	48	4	12	13	39	-	-	-	-	4.09	0.95
	1	Artist	9	38	9	38	4	17	2	8	-	-	4.04	0.96
5.) To what extent are you involved in AIS? (Very Much - Not at all)	-	Principal	6	19	13	42	8	26	4	13	-	-	3,68	0.95
	4	Curr. Spec.	12	44	4	15	7	26	3	11	1	4	3,85	1.23
	-	Teacher	5	15	6	18	11	33	9	27	2	6	3,09	1,16
	-	Artist	20	80	2	8	3	12	-	-	-	-	4,68	0,69
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory_	9	Principal	8	36	5	23	5	23	4	18	-	-	3.77	1,15
	12	Curr. Spec.	5	26	3	16	5	26	4	21	2	11	3.26	1.37
	22	Teacher	1	9	1	9	3	27	5	45	1	9	2.64	1.12
	4	Artist	7	33	1	5	8	38	2	10	3	14	3.33	1.48

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	4	Principal	8	30	10	37	8	30	-	-	1	4	3.89	0.97
	7	Curr. Spec	7	29	6	25	8	33	1	4	2	8	3.63	1.21
	5	Teacher	3	11	5	18	8	29	5	18	7	25	2.71	1.33
	12	Artist	6	46	-	-	2	15	-	-	5	38	3.15	1.91
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	-	Principal	24	77	6	19	1	3	-	-	-	-	4.74	0,51
	3	Curr. Spec	24	86	3	11	-	-	1	4	-	-	4.79	0,63
	-	Teacher	31	94	1	3	1	3	-	-	-	-	4.91	0.38
	-	Artist	20	80	4	16	1	4	-	-	-	-	4.76	0.52
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	6	Principal	2	8	13	52	7	28	2	8	1	4	3.52	0,92
	6	Curr. Spec	2	8	6	24	9	36	5	20	3	12	2,96	1.14
	4	Teacher	5	17	8	28	10	34	3	10	3	10	3.31	1,20
	19	Artist	-	-	4	67	2	33	-	-	-	-	4,33	1,03
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	3	Principal	5	18	15	54	7	25	1	4	-	-	3,86	0,76
	6	Curr. Spec	4	16	7	28	12	48	1	4	1	4	3.48	0,96
	2	Teacher	6	19	12	39	10	32	2	6	1	3	3,65	0.99
	18	Artist	6	86	1	14	-	-	-	-	-	-	4,86	0,38
11.) Has AIS affected the general community? (A great deal - Not at all)	4	Principal	5	19	7	26	8	30	5	19	2	7	3,30	1,20
	8	Curr. Spec	3	13	3	13	10	43	3	13	4	17	2.91	1,24
	9	Teacher	1	4	6	25	6	25	7	29	4	17	2.71	1.16
	17	Artist	2	25	2	25	3	38	-	-	1	13	3.50	1.31
12.) Has AIS affected the school community? (A great deal - Not at all)	2	Principal	8	28	6	21	9	31	5	17	1	3	3,52	1,18
	4	Curr. Spec	3	11	13	48	4	15	3	11	4	15	3,30	1,27
	3	Teacher	4	13	9	30	11	37	3	10	3	10	3.27	1,14
	18	Artist	3	43	3	43	-	-	1	14	-	-	4,14	1,07
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	2	Principal	2	7	12	42	9	31	5	17	1	4	4,41	0,97
	5	Curr. Spec.	1	4	6	23	10	38	7	27	2	8	2,89	0.99
	3	Teacher	4	13	12	40	8	27	3	10	3	10	3.37	1,16
	20	Artist	1	20	3	60	-	-	1	20	-	-	3,80	1,10
14.) Has AIS affected the arts program? (A great deal - Not at all)	2	Principal	12	41	10	34	6	21	1	3	-	-	4,14	0,88
	5	Curr. Spec.	6	23	8	31	10	38	2	8	-	-	3,69	0,93
	3	Teacher	9	30	13	43	5	17	2	7	1	3	3.90	1.03
	19	Artist	5	83	1	17	-	-	-	-	-	-	4.83	0.41

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		K	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	2	Principal	7	24	11	38	7	24	4	14	-	-	3.72	1.00
	4	Curr. Spec	7	26	6	22	9	33	5	19	-	-	3.56	1.09
	3	Teacher	11	37	9	30	7	23	3	10	-	-	3.93	1.02
	22	Artist	1	33	-	-	1	33	-	-	1	33	3.00	2.00
16.) To what extent do products result from AIS? (A great deal - Not at all)	5	Principal	2	8	13	50	8	31	3	12	-	-	3.54	0.81
	7	Curr. Spec.	4	17	6	25	8	33	5	21	1	4	3.29	1.12
	6	Teacher	4	15	8	30	10	37	3	11	2	7	3.33	1.11
	18	Artist	2	29	4	57	1	14	-	-	-	-	4.14	0.69
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	5	Principal	2	8	11	42	10	38	3	12	-	-	3.46	0.81
	7	Curr. Spec.	5	22	4	17	8	33	6	25	1	4	3.25	1.19
	9	Teacher	4	17	6	25	9	38	3	13	2	8	3,29	1,16
	19	Artist	2	33	3	50	1	17	-	-	-	-	4.17	0,75

TABLE M11

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Music

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered *this* AIS program area?	Principal	4.44	2.10	27	4
	Curr. Spec.	3.92	1.84	24	7
	Teacher	4.10	2.48	31	2
	Artist	2.67	1.28	21	4

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	3	5
	Curr. Spec.	2	6
	Teacher	2	6
	Artist		
DANCE	Principal	11	35
	Curr. Spec.	8	26
	Teacher	5	15
	Artist		
FICTION-WRITING	Principal		
	Curr. Spec.	1	3
	Teacher		
	Artist		
FILMMAKING	Principal	2	6
	Curr. Spec.	1	3
	Teacher	1	3
	Artist		
MUSIC	Principal	1	3
	Curr. Spec.	1	3
	Teacher	1	3
	Artist		
PHOTOGRAPHY	Principal	1	3
	Curr. Spec.	1	3
	Teacher		
	Artist		
POETRY	Principal	13	42
	Curr. Spec.	12	39
	Teacher	2	6
	Artist		
THEATRE	Principal	18	58
	Curr. Spec.	19	61
	Teacher	9	27
	Artist		

	Position	YES		NO		
		N	%	N	%	
D[illegible] your undergraduate preparation program include orientation to an AIS program?	Principal	3	10	19	61	9
	Curr. Spec.	-	-	22	71	9
	Teacher	4	12	23	70	6
	Artist	2	8	16	64	7
Have you, within the last five years elected to pursue further education in the arts?	Principal	4	13	19	61	8
	Curr. Spec.	4	13	18	58	9
	Teacher	9	27	20	61	4
	Artist	10	40	9	36	6

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	10	32	6	19	5	16					10	
	Curr. Spec.	14	45	5	16	1	3	1	3	1	3	9	
	Teacher	15	45	11	33	1	3			2	6	4	
	Artist	4	16	5	20	2	8	1	4	5	20	8	

Photography

Subjects

Of the total in-school surveys made (951) those for photography (17) represent less than 2%. Therefore, interpretation of the results must be done with caution.

The numbers of respondents by category are: principals - 2, curriculum specialists - 2, teachers - 2, artist - 1 (surveyed in two different schools), and students - 9.

Two parents, one mother and one father, were surveyed via telephone. These were parents of a student already surveyed and chosen at random to have his/her parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table Ph1 reflects that the respondents agreed that the photography AIS Program is being integrated into the regular art curriculum. No clear pattern is shown for the remaining curriculum areas.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program into the regular curriculum?

Findings: A review of Table Ph2 reveals that there was agreement among the respondents that the curriculum specialists work with others to integrate the photography program into the regular curriculum and plan ways and attempt to integrate photography into the regular curriculum.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

TABLE Ph1

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area Being Integrated into the Regular Curriculum?"

AIS AREA Photography

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/R
			5		4		3		2		1		$\bar{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P		1	100	-	-	-	-	-	-	-	-	-	-	1
	CS		1	100	-	-	-	-	-	-	-	-	-	-	1
	T		1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
	A		-	-	1	50	1	50	-	-	-	-	3.50	.71	-
Music	P		-	-	-	-	1	100	-	-	-	-	-	-	1
	CS		-	-	-	-	1	100	-	-	-	-	-	-	1
	T		-	-	-	-	1	100	-	-	1	100	2.00	1.41	-
	A		-	-	-	-	-	-	-	-	1	100	-	-	1
Language	P		-	-	1	100	-	-	-	-	-	-	-	-	1
	CS		-	-	-	-	1	100	-	-	-	-	-	-	1
	T		1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
	A		-	-	1	50	1	50	-	-	-	-	3.50	.71	-
Mathematics	P		-	-	-	-	1	100	-	-	-	-	-	-	1
	CS		-	-	-	-	1	100	-	-	-	-	-	-	1
	T		-	-	1	50	-	-	-	-	1	50	2.50	2.12	-
	A		-	-	-	-	-	-	-	-	1	1--	-	-	1
Natural Sciences	P		-	-	1	100	-	-	-	-	-	-	-	-	1
	CS		-	-	-	-	1	100	-	-	-	-	-	-	1
	T		1	50	-	-	-	-	-	-	1	50	3.00	2.83	-
	A		-	-	-	-	-	-	1	100	-	-	-	-	1
Social Sciences	P		1	100	-	-	-	-	-	-	-	-	-	-	1
	CS		-	-	-	-	1	100	-	-	-	-	-	-	1
	T		-	-	-	-	-	-	-	-	1	100	-	-	1
	A		1	100	-	-	-	-	-	-	-	-	-	-	1

TABLE Ph2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Photography

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	1	50	1	50	1	50	-	-	1	50
	CS	-	-	-	-	-	-	-	-	-	-
	T	-	-	1	50	1	50	-	-	-	-
	A	1	50	-	-	-	-	1	50	1	50
Works with others to integrate program into regular curriculum.	P	-	-	1	50	1	50	-	-	1	50
	CS	1	50	1	50	1	50	-	-	1	50
	T	-	-	1	50	1	50	-	-	1	50
	A	-	-	1	50	-	-	-	-	-	-
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	-	-	1	50	-	-	-	-	-	-
	CS	1	50	1	50	1	50	-	-	1	50
	T	-	-	1	50	1	50	1	50	-	-
	A	1	50	-	-	-	-	-	-	1	50
Plans ways to integrate the AIS program into the regular curriculum.	P	-	-	1	50	1	50	-	-	-	-
	CS	1	50	1	50	-	-	-	-	-	-
	T	-	-	1	50	-	-	-	-	-	-
	A	-	-	1	50	-	-	-	-	1	50
Attempts to integrate AIS program areas into regular curriculum.	P	-	-	1	50	1	50	-	-	-	-
	CS	1	50	1	50	1	50	-	-	1	50
	T	-	-	1	50	1	50	-	-	-	-
	A	-	-	1	50	-	-	-	-	-	-

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

__Findings:__ Table Ph3 shows that in most cases there is agreement among the respondents that the operations in delivering photography are efficient. A notable exception is that the teachers indicated that the artist moving in and out of the school was toward not at all efficient.

__Question 4:__ What are the roles of the in-school respondents in delivering this AIS Program Area?

__Findings:__ Table Ph4 indicates that there was no clear pattern evidenced relative to the roles of the in-school respondents in delivering the photography program except that the respondents indicated that the artist provides technical assistance and participates in the program and the students participate in the program and observe the artist at work.

Progress Evaluation

__Question 1:__ To what extent are the objectives explicated for this AIS program area being met?

__Findings:__ No data was collected for this question for this Program Area.

__Question 2:__ To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

__Findings:__ These findings are included with those presented for Question 5.

__Question 3:__ Are the photography AIS presentations appropriate for the ages of the students involved?

__Findings:__ Data were not collected for this question.

__Question 4:__ Are there changes in the students' attitudes toward self, school, and this AIS program area after the AIS presentation?

__Findings:__ Table 7A, B and C in the basic report show results from the student attitude scales.

TABLE Ph3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:
Number 3: "To What Extent is This AIS Program Area
Being Delivered Efficiently?"

AIS Area: Photography

Operation	# Respon.	Position	Very Efficient							Not at all efficient			Total		N/R
			5		4		3		2		1		X	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Artists moving in and out of school.		P	1	100	-	-	-	-	-	-	-	-	-	-	1
		CS	-	-	1	100	-	-	-	-	-	-	-	-	1
		T	-	-	-	-	-	-	2	100	-	-	2.00	0.00	-
		A	1	50	1	50	-	-	-	-	-	-	4.50	.71	-
		O	-	-	-	-	2	100	-	-	-	-	3.00	0.00	-
School's choice of performance place.		P	-	-	1	100	-	-	-	-	-	-	-	-	1
		CS	1	100	-	-	-	-	-	-	-	-	-	-	1
		T	2	100	-	-	-	-	-	-	-	-	5.00	0.00	
		A	1	50	1	50	-	-	-	-	-	-	4.50	.71	-
		O	2	100	-	-	-	-	-	-	-	-	5.00	0.00	-
School's readiness of performance area.		P	-	-	1	100	-	-	-	-	-	-	-	-	1
		CS	1	100	-	-	-	-	-	-	-	-	-	-	1
		T	2	100	-	-	-	-	-	-	-	-	5.00	0.00	-
		A	-	-	1	100	-	-	-	-	-	-	-	-	1
		O	-	-	-	-	1	50	-	-	1	50	2.00	1.41	-
Student discipline by school personnel.		P	1	100	-	-	-	-	-	-	-	-	-	-	1
		CS	1	100	-	-	-	-	-	-	-	-	-	-	1
		T	1	50	-	-	1	50	-	-	-	-	4.00	1.41	-
		A	1	50	1	50	-	-	-	-	-	-	4.50	.71	-
		O	1	100	-	-	-	-	-	-	-	-	-	-	1

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE Ph4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Photography

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	1	50	1	50	1	50	-	-	1	50
	CS	1	50	-	-	-	-	-	-	1	50
	T	-	-	1	50	2	100	-	-	2	100
	A	1	50	1	50	1	50	1	50	1	50
Participates in program.	P	-	-	1	50	1	50	1	50	1	50
	CS	1	50	1	50	1	50	1	50	1	50
	T	-	-	-	-	2	100	2	100	2	100
	A	1	50	1	50	1	50	2	100	1	50
Observes the artist at work.	P	1	50	1	50	1	50	1	50	-	-
	CS	1	50	1	50	1	50	1	50	-	-
	T	-	-	1	50	2	100	2	100	-	-
	A	1	50	1	50	-	-	2	100	-	-
Observes the students working with the artists.	P	-	-	1	50	1	50	-	-	-	-
	CS	1	50	1	50	1	50	1	50	-	-
	T	-	-	1	50	2	100	-	-	-	-
	A	-	-	1	50	1	50	-	-	-	-
Observes the students work that results from this AIS Program Area.	P	1	50	1	50	1	50	1	50	1	50
	CS	1	50	1	50	1	50	1	50	1	50
	T	1	50	-	-	-	-	-	-	1	50
	A	1	50	2	100	2	100	1	50	1	50

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

Comparisons of the total scale results show no statistically significant, at or below the .05 level, shifts in mean values.

Tables Ph5, Ph6 and Ph7 show comparisons of results by scale items.

A review of the student interview data contained in Table Ph8 reveals that all of the four students who responded indicated that they knew that the photography AIS Program was going to be in their school that day. In addition, they all indicated positive words when they were asked about how photography made them feel about themselves, school and filmmaking.

Question 5: What are the opinions of principals, curriculum specialists, teachers and artists about the progress of this AIS Program Area?

Findings: Table Ph9 reflects comparisons of the opinions of the different respondents on several aspects of the photography AIS Program Area.

No clear pattern emerges due to the low number of respondents.

Additional Findings

Table Ph10 shows results on training and background of the respondents.

Again, due to the small number of respondents no pattern emerges. Table 11 in the basic reports shows the results of the data collected from the parents concerning this program.

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Photogr

Scale Concept Myself

Adjective Pairs	TOTAL				SE	d.f.	t.	p.	Delayed TOTAL				SE	d.f.	t.	p.	Delayed TOTAL				SE	d.f.	t.	p.
	Post		Pre						Post		Pre						Post		Post					
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.22	.67	3.89	.60	.17	8	2.00	.08	4.00	.71	4.20	.45	.37	4	-.53	,62	4,00	,71	4,40	.55	,25	4	-1,63	,18
Quiet - Loud	3.11	.60	3,44	.53	.17	8	-2.00	,08	3.40	.55	3.40	.55	.32	4	,0	1,00	3,40	,55	3,20	,45	,20	4	1,00	,37
Good - Bad	4.00	.71	4.00	.50	,17	8	,0	1.00	3.60	.89	4,00	,71	,25	4	-1,63	.18	3.60	,89	4.00	,71	,25	4	-1,63	,18
Fast - Slow	3.71	.76	3.57	.79	.40	6	.35	.74	3,80	,84	3.80	,45	.32	4	,0	1,00	3,67	,58	4,00	1,00	,33	2	-1,00	,42
Nice - Awful	4,00	.87	4.22	.44	.22	8	-1.00	.35	4,40	.55	4,40	,55	,0	4	,0	1.00	4,40	,55	4,40	,55	,0	4	,0	1,00
Big - Small	3.56	.73	3.00	1.00	.34	8	1.64	.14	3,60	,55	3.40	,55	,20	4	1,00	.37	3,60	,55	3,80	,84	,37	4	-,52	,62
Kind - Cruel	4.11	.60	4.00	,71	.11	8	1,00	,35	4,40	.55	4.20	,84	,20	4	1,00	,37	4,40	,55	4,40	,55	,0	4	,0	1,00
Strong - Weak	3.67	.71	4.00	.50	.17	8	-2.00	.08	4.20	,45	4.00	,0	,20	4	1,00	.37	4,20	.45	3,60	.55	,25	4	2,45	,07
Fair - Unfair	4.00	.71	4,00	-1.00	.33	8	,0	1.00	4,80	,45	4,40	.89	,25	4	1,63	,18	4,80	,45	4,40	,55	,25	4	1,63	,18
High - Low	3.67	.71	3.67	,50	.17	8	0	1.00	4.00	.71	3,80	,45	,20	4	1,00	.37	4.00	.71	3,80	,84	,20	4	1,00	,37
Like - Dislike	4.11	.78	3.89	1.05	32	8	.69	.51	4,20	,84	3,80	1.30	,25	4	1,63	,18	4,20	,84	4,20	,84	,0	4	,0	1,00
Easy - Hard	3.78	.83	3,11	1.17	.24	8	2.83	.02*	4,00	,71	3.80	.84	20	4	1.00	.37	4.00	.71	4,00	1,00	.32	4	.0	1,00

*Statistically significant at or below the .05 level.

TABLE P

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Photog[illegible]y

Scale Concept School and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	4.00	.87	3.78	.83	.22	8	1.00	.35	4.00	.71	4.20	.84	.37	4	-.53	.62	4.00	.71	4.40	.55	.25	4	-1.63	.18
Quiet - Loud	3.44	.73	3.67	.76	.22	8	-1.00	.35	3.60	.55	3.80	1.10	.37	4	-.53	.62	3.60	.55	3.80	.84	.37	4	-.53	.62
Good - Bad	3.89	.78	3.89	.78	.24	8	.0	1.00	3.80	.84	4.20	.84	.25	4	-1.68	.18	3.80	.84	3.80	.84	.32	4	.0	1.00
Fast - Slow	3.78	.83	4.10	.60	.17	8	-2.00	.0	3.60	.55	4.00	.71	.40	4	-1.00	.37	3.60	.55	3.80	.84	.37	4	-.53	.62
Nice - Awful	4.22	.67	4.00	.71	.15	8	1.51	.1	4.40	.55	4.40	.55	.0	4	.0	1.00	4.40	.55	4.40	.55	.0	4	0	100
Big - Small	3.33	.50	3.22	.67	.20	8	.55	.59	3.80	.45	3.40	.55	.40	4	1.00	.37	3.80	.45	3.40	.55	.40	4	1.00	.37
Kind - Cruel	4.00	.71	4.11	.60	.20	8	-.55	.59	4.40	.55	4.40	.55	.0	4	.0	1.00	4.40	.55	4.00	.71	.25	4	1.63	.18
Strong - Weak	4.00	.76	3.88	.64	.23	7	.55	.60	4.00	.82	3.75	.50	.48	3	.52	.64	4.00	.71	4.00	.71	.32	4	.0	1.00
Fair - Unfair	3.67	1.1	3.44	1.1	.62	8	.36	.73	4.40	.55	3.40	1.52	.76	4	1.29	.27	4.40	.55	3.60	1.52	.86	4	.93	.41
High - Low	3.33	.50	3.56	.53	.22	8	-1.00	.35	4.00	.71	3.80	.45	.20	4	1.00	.37	4.00	.71	3.40	.55	.25	4	2.45	.07
Like - Dislike	4.00	.87	4.00	.71	.17	8	.0	1.00	4.20	.84	4.40	.55	.20	4	-1.00	.37	4.20	.84	4.20	.84	.0	4	.0	1.0
Easy - Hard	3.78	.83	3.67	.87	.26	8	.43	.68	3.80	.84	4.00	.71	20	4	-1.00	.37	3.80	.84	4.20	.84	.25	4	-1.63	.18

*Statistically significant at or below the .05 level.

TABLE P[illegible]
ARTISTS-IN-THE-SCHOOL[illegible]ROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Photog[illegible]y

Scale Concept Photography and Me

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Delayed TOTAL Pre X	Delayed TOTAL Pre S.D.	SE	d.f.	t.	p.	DelayedTOTAL Post X	DelayedTOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	4.33	.71	4.00	.71	.24	8	1.41	.20	4.00	1.00	4.20	.84	.20	4	-1.00	.37	4.00	1.00	4.60	.55	.40	4	-1.50	.21
Quiet - Loud	3.67	.87	3.67	.71	.37	8	0	1.00	3.60	.55	3.60	.89	.45	4	0	1.00	3.60	.55	3.40	1.14	.37	4	.53	.62
Good - Bad	3.89	.78	4.11	.78	.28	8	-.80	.45	3.60	.55	4.40	.89	.37	4	-2.14	.10	3.60	.55	3.80	.84	.20	4	-1.00	.37
Fast - Slow	4.11	.78	4.11	.78	.17	8	.0	1.00	3.60	.55	4.20	.84	.25	4	-2.45	.07	3.60	.55	4.00	.71	.25	4	-1.63	.18
Nice - Awful	3.89	.78	4.11	.60	.28	8	-.80	.45	4.20	.84	4.40	.55	.20	4	-1.00	.37	4.20	.84	3.80	.84	.40	4	100	.37
Big - Small	3.29	.49	3.29	.49	.0	6	.0	1.00	3.33	.58	3.33	.58	58	2	.0	[illegible]	3.80	.84	3.40	.55	.40	4	1.00	.37
Kind - Cruel	4.11	.93	4.11	.60	.17	8	.0	1.00	4.40	.55	4.40	.55	.0	4	.0	1.00	4.40	.55	4.40	.55	.0	4	.0	1.00
Strong - Weak	4.00	.71	4.11	.33	.60	8	-.55	.59	4.00	.71	4.00	.0	.32	4	.0	1.00	4.00	.71	3.80	.84	.37	4	.53	.62
Fair - Unfair	3.78	.83	4.00	.87	.44	8	-1.51	.17	4.20	.84	4.40	.89	.20	4	-1.00	.37	4.20	.84	4.20	.84	.0	4	.0	1.00
High - Low	3.44	.53	3.67	.71	.97	8	-.69	.51	3.60	.89	3.80	.84	.58	4	-.34	.75	3.60	.89	3.40	.55	.20	4	1.00	.37
Like - Dislike	4.22	.67	4.22	.44	.50	8	.0	1.00	4.20	.84	4.40	.55	.20	4	-1.00	.37	4.20	.84	4.40	.55	.20	4	-1.00	.37
Easy - Hard	4.00	.87	3.89	.60	.60	8	.55	.59	3.80	.84	4.00	.71	.20	4	-1.00	.37	3.80	.84	4.20	.84	.25	4	-1.63	.18

*Statistically significant at or below the .05 level.

Table Ph8

STUDENT INTERVIEW DATA

Program Area Photography Number of Schools 1

Number of Students Interviewed 4

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

4 Yes

_____ No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

POSITIVE 4

NO DIFFERENT -

NEGATIVE -

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

POSITIVE 4

NO DIFFERENT -

NEGATIVE -

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Photography ?

POSITIVE 4

NO DIFFERENT -

NEGATIVE -

TABLE Phy

ARTISTS-IN-THE-SCHOOLS EVALUATION

A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Photography

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	-	Principal	-	-	-	-	1	100	-	-	-	-	-	-
	-	Curr. Spec.	-	-	1	100								
	-	Teacher	1	50					1	50	-	-	3.50	2.12
	-	Artist									1	100		
2.) How do you feel about AIS? (Very good - Very bad)	-	Principal	1	100										
	-	Curr. Spec.	1	100										
	-	Teacher	1	50	-	-	1	50					4.00	1.41
	-	Artist	1	100										
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	-	Principal	1	100										
	-	Curr. Spec.	1	100										
	-	Teacher	1	50	-	-	1	50					4.00	1.41
	-	ARtist	1	100										
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	-	Principal	1	100										
	-	Curr. Spec.	1	100										
	-	Teacher	1	50	-	-	1	50					4.00	1.41
	-	Artist	1	100										
5.) To what extent are you involved in AIS? (Very Much - Not at all)	-	Principal	-	-	1	100								
	-	Curr. Spec.	1	100										
	-	Teacher	1	50							1	50	3.00	2.83
	-	Artist	1	100										
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory_	-	Principal	-	-	1	100								
	-	Curr. Spec.	1	100										
	-	Teacher	-	-	2	100								
	-	. . . .	1	100										

	NR	Position	[illegible]		4		3		2		1		Total	
			[illegible]	%	N	%	N	%	N	%	N	%	X	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	-	Principal	-	-	1	100								
	-	Curr. Spec	1	100										
	-	Teacher	1	50	1	50							4.50	0.71
	-	Artist	1	100										
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	-	Principal	1	100										
	-	Curr. Spec	1	100										
	-	Teacher	-	-	1	50	-	-	1	50	-	-	3.00	2.83
	-	Artist	1	100										
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	-	Principal	1	100										
	-	Curr. Spec	-	-	1	100								
	-	Teacher	1	50	-	-	1	50					4.00	1.41
	1	Artist												
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	-	Principal	-	-	1	100								
	-	Curr. Spec	-	-	1	100								
	1	Teacher									1	100		
	1	Artist												
11.) Has AIS affected the general community? (A great deal - Not at all)	-	Principal	-	-	1	100								
	-	Curr. Spec	1	100										
	-	Teacher	-	-	-	-	2	100					3.00	0.00
	-	Artist	-	-	-	-	-	-	1	100				
12.) Has AIS affected the school community? (A great deal - Not at all)	-	Principal					1	100						
	-	Curr. Spec					1	100						
	-	Teacher	-	-	1	50					1	50	2.50	2.12
	1	Artist												
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	-	Principal			1	100								
	-	Curr. Spec			1	100								
	-	Teacher			2	100							4.00	0.00
	1	Artist												
14.) Has AIS affected the arts program? (A great deal - Not at all)	-	Principal	1	100										
	-	Curr. Spec	1	100										
	1	Teacher			1	100								
	1	Artist												

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	-	Principal	1	100										
	-	Curr. Spec	1	100										
	-	Teacher			1	100								
	-	Artist									1	100		
16.) To what extent do products result from AIS? (A great deal - Not at all)	-	Principal	1	100										
	-	Curr. Spec.	1	100										
	-	Teacher	-	-	-	-	1	50	1	50	-	-	2.50	0.71
	-	Artist	1	100										
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	-	Principal	1	100										
	0	Curr. Spec.	1	100										
	-	Teacher	-	-	2	100								
	-	Artist					1	100						

TABLE Ph 10

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Photography

	Position	X̄years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	1.00	-	1	
	Curr. Spec.	2.00	-	1	
	Teacher	1.00		1	
	Artist			1	

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	1	100
	Curr. Spec.	1	100
	Teacher	1	50
	Artist		
DANCE	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
FICTION-WRITING	Principal		
	Curr. Spec.		
	Teacher		
	Artist	1	100
FILMMAKING	Principal	1	100
	Curr. Spec.	1	100
	Teacher		
	Artist		
MUSIC	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
PHOTOGRAPHY	Principal		
	Curr. Spec.		
	Teacher		
	Artist		
POETRY	Principal		
	Curr. Spec.	1	100
	Teacher		
	Artist		
THEATRE	Principal		
	Curr. Spec.		
	Teacher	1	50
	Artist		

	Position	YES		NO		
		N	%	N	%	
D[illegible] your undergraduate p[illegible]aration program include orientation to an AIS program?	Principal					
	Curr. Spec.					
	Teacher			1	50	1
	Artist			1	100	
Have you, within the last five years elected to pursue further education in the arts?	Principal					
	Curr. Spec.					
	Teacher	1	50			1
	Artist	1	100			

		To a great extent								Not at all		NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal											1	
	Curr. Spec.											1	
	Teacher			1	50							1	
	Artist			1	100								

Poetry

Subjects

Of the total in-school surveys made (951), those for poetry (247) represent 26%. The numbers of respondents by category are: principals-29, curriculum specialists - 31, teachers - 31, artists - 28 and students -128. In addition, 30 parents, 17 mothers and 13 fathers, were surveyed via telephone. These parents were among those of students surveyed who were selected at random to have their parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table P1 reflects that the respondents agreed that the poetry program is being integrated into the regular art and language programs. There is no clear agreement on the extent to which the poetry AIS Program is being integrated into the other curricula area.

Question 2: What are the roles of the respondents in integrating this AIS Program Area into the regular curriculum?

Findings: A review of Table P2 reveals that there was agreement among the respondents that the curriculum specialists provide technical assistance, work with others to integrate this program into the regular curriculum, evaluate the extent to which this program has been integrated into the regular curriculum, and plan ways and attempt to integrate this program into the regular curriculum. The percentage reflects that the principals do not perform these roles, except that the curriculum specialists indicated that principals evaluate the extent of integration of the

TABLE P1

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Poetry

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/
			5		4		3		2		1		$\overline{X}$	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P		3	19	6	38	7	44	-	-	-	-	3.75	.78	1
	CS		4	15	7	26	13	48	3	11	-	-	3.44	.89	
	T		6	22	8	30	8	30	2	7	3	11	3.72	1.25	
	A		6	30	6	30	5	25	1	5	2	10	3.65	1.27	
Music	P		2	13	5	33	3	20	3	20	2	13	3.13	1.30	1
	CS		-	-	2	8	8	33	4	17	10	42	2.08	1.06	
	T		2	10	2	10	8	38	3	12	6	29	2.57	1.29	1
	A		3	23	3	23	2	15	2	15	3	23	3.08	1.55	1
Language	P		12	63	7	37	-	-	-	-	-	-	4.63	.50	1
	CS		17	61	8	29	2	7	1	4	-	-	4.64	.79	
	T		24	83	4	14	1	3	-	-	-	-	4.79	.49	
	A		13	72	2	11	3	17	-	-	-	-	4.56	.78	1
Mathematics	P		1	7	1	7	1	7	6	43	5	36	2.07	1.21	1
	CS		-	-	1	4	5	20	4	16	15	60	1.68	.95	
	T		-	-	-	-	2	8	9	36	14	56	1.52	.65	
	A		2	17	-	-	1	8	-	-	9	75	1.83	1.59	1
Natural Sciences	P		-	-	3	21	4	29	3	21	4	29	2.43	1.16	1
	CS		-	-	2	8	8	31	6	23	10	38	2.08	1.02	
	T		1	4	1	4	7	27	5	19	12	46	2.00	1.13	
	A		4	25	-	-	1	6	3	19	8	50	2.31	1.70	1
Social Sciences	P		-	-	7	44	6	38	1	6	2	43	3.13	1.03	1
	CS		-	-	5	19	10	38	6	23	5	19	2.58	1.03	
	T		1	4	5	20	5	20	5	20	9	36	2.36	1.29	
	A		4	22	1	6	6	33	2	11	5	28	2.83	1.51	1

TABLE P2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Poetry

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	5	17	16	55	13	45	3	10	7	24
	CS	10	32	26	84	23	74	6	19	14	45
	T	7	23	22	71	25	81	8	26	13	42
	A	3	11	9	32	17	61	4	14	14	50
Works with others [illegible] integrate program into regular curriculum.	P	6	21	16	55	11	38	3	10	6	21
	CS	7	23	22	71	23	74	3	10	11	35
	T	3	10	23	74	23	74	5	16	8	26
	A	3	11	11	39	15	54	3	11	6	21
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	11	38	14	48	13	45	3	10	4	14
	CS	17	55	22	71	21	68	2	6	4	13
	T	9	29	16	52	26	84	4	13	4	13
	A	1	4	12	43	11	39	1	4	6	21
Plans ways to integrate the AIS program into the regular curriculum.	P	7	24	16	55	17	59	4	14	6	21
	CS	9	29	24	77	24	77	4	14	12	39
	T	7	23	20	65	28	90	3	10	8	26
	A	1	4	10	36	15	54	1	4	7	25
Attempts to integrate AIS program areas into regular curriculum.	P	8	28	16	55	16	55	2	7	7	24
	CS	9	29	21	68	24	77	1	3	11	35
	T	7	23	17	55	27	87	3	10	6	19
	A	1	4	10	36	15	54	2	7	9	32

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

program. There was agreement that the teachers perform these roles.

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

Findings: There was overwhelming agreement among the respondents that the operations involved in delivering this AIS Program are very efficient. (See Table P3)

Question 4: What are the roles of the in-school respondents in delivering this AIS Program Area?

Findings: Table P4 shows that there was agreement among the respondents that the teachers provide technical assistance, participate in the program, observe the artists at work, observe the students working with the artists, and observe the students' work that results from this AIS Program Area. There was agreement, except for the artists, that the curriculum specialists provide technical assistance and observe the students' work that results from this program.

As one would hope, there was agreement that the artists participate in the program and moderate agreement that the artists observe the students' work that results from this program.

Again as one would hope, there was agreement that the students participate in this program and they observe the artist at work.

Progress Evaluation

Question 1: To what extent are the objectives explicated for this AIS Program Area being met?

Findings: Table P5 reflects that the interviewers indicated that the objectives for poetry are being met. For most objectives, it was indicated that they are being met by a substantial percentage of the interviewees.

TABLE P3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question: Number 3: "To What Extent is This AIS Program Area Being Delivered Efficiently?"

AIS Area: Poetry

Operation	# Respon.	Position	Very Efficient								Not at all efficient		Total		N/R
			5		4		3		2		1		X	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Artists moving in and out of school.		P	21	91	2	9	-	-	-	-	-	-	4.91	.29	6
		CS	27	93	2	7	-	-	-	-	-	-	4.93	.26	2
		T	26	90	3	10	-	-	-	-	-	-	4.90	.31	2
		A	21	88	3	13	-	-	-	-	-	-	4.88	.34	4
		O	24	96	1	4	-	-	-	-	-	-	4.96	0.20	-
School's choice of performance place.		P	18	78	3	13	2	9	-	-	-	-	4.70	.64	6
		CS	25	86	3	10	-	-	1	3	-	-	4.79	.62	2
		T	24	77	6	19	1	3	-	-	-	-	4.74	.51	-
		A	18	75	-	-	6	25	-	-	-	-	4.50	.89	4
		O	19	76	5	20	1	4	-	-	-	-	4.72	0.54	-
School's readiness of performance area.		P	21	95	1	5	-	-	-	-	-	-	4.96	.21	7
		CS	24	80	5	17	-	-	1	3	-	-	4.73	.64	1
		T	27	87	3	10	1	3	-	-	-	-	4.84	.45	-
		A	16	73	5	23	1	5	-	-	-	-	4.68	.57	6
		O	21	84	2	8	2	8	-	-	-	-	4.76	.60	-
Student discipline by school personnel.		P	18	82	4	18	-	-	-	-	-	-	4.82	.40	7
		CS	27	93	2	7	-	-	-	-	-	-	4.93	.26	2
		T	27	87	3	10	1	3	-	-	-	-	4.84	.45	-
		A	17	74	3	13	3	13	-	-	-	-	4.61	.72	5
		O	18	75	3	13	3	13	-	-	-	-	4.63	.71	1

Key: P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE P4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the
Roles of the Following Personnel in the
Mechanics of Delivering this AIS Program?"

AIS Area: Poetry

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	6	21	17	59	13	45	5	17	11	38
	CS	11	35	24	77	16	52	5	16	15	48
	T	5	16	15	48	19	61	9	29	20	65
	A	2	7	8	29	18	64	7	25	12	43
Participates in program.	P	6	21	14	48	17	59	17	59	17	59
	CS	9	29	11	35	25	81	26	84	23	74
	T	4	13	9	29	28	90	27	87	25	81
	A	-	-	4	14	17	61	21	75	19	68
Observes the artist at work.	P	13	45	13	45	19	66	19	66	2	7
	CS	12	39	19	61	26	84	24	77	4	13
	T	4	13	10	32	29	94	23	74	1	3
	A	1	4	5	18	18	64	19	68	2	7
Observes the students working with the artists.	P	13	45	15	52	19	66	6	21	4	14
	CS	12	39	19	61	26	84	5	16	5	16
	T	5	16	9	29	28	90	4	13	6	19
	A	2	7	2	7	19	68	6	21	2	7
Observes the students work that results from this AIS Program Area.	P	15	52	17	59	18	62	10	34	13	45
	CS	22	71	28	90	28	90	15	48	14	45
	T	13	42	17	55	29	94	15	48	23	74
	A	5	18	9	32	19	68	15	54	15	54

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

INDIVIDUAL PROGRAM AREA EVALUATION: Poetry

TABLE P5

30 Schools

	NR	YES		NO	
	N	N	%	N	%
1. Does the artist use define and exemplify various poetic terms?	2 3 2	23 22 23	77 73 77	5 5 5	17 17 17
2. Does the artist explain exemplify and demonstrate various types of poetry?	2 3 3	23 22 22	77 73 73	5 5 5	17 17 17
3. Does the artist clarify the heightened, focused and intensified, purposefully emotional, and emotive use of language as the main characteristic of poetic language in contrast with everyday language?	2	24	80	4	13
4. Does the artist permit students to write poetry during his/her sessions?	2	28	93	-	-
5. Does the artist aim the presentation at stimulating student production?	2	26	87	2	7
6. Does the artist help students understand that in most poems there is a base of "paraphrasable content? upon which the emotive, tonal, and intentional meanings are built?	3	24	80	3	10
7. Does the artist help students recognize in their own experiences the emotional core from which ineffable experiences lead to artistic expression?	3	24	80	3	10
8. Does the teacher remain with the students and participate in the poets in the schools experience?	2	23	77	5	17
9. Was the presentation appropriate to the age of the class?	2	26	87	2	7
INTERVIEW POINTS					
1. Does the classroom teacher reinforce the terms related to poetry and the knowledge of poetic forms introduced by the poet?	2	23	77	5	17
2. Does the teacher follow-up with opportunities for creativity based on the artist's presentation?	3	22	73	5	17
3. Does the teacher enable students to develop traditional cognitive skills during opportunities for creative expression?		25	83	5	17
Does the development of cognitive skills promote (Unsure=3)	9	17	57		
or inhibit creative expression?		0	-		
4. Does the teacher record, develop, and promote activites based on the presentation?	4	17	57	9	30

__Question 2:__ To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

__Findings:__ These findings are included with those presented under Question 5.

__Question 3:__ Are the poetry AIS presentations appropriate for the ages of the students involved?

__Findings:__ The interviewees indicated that the poetry presentations were appropriate for the age of the students.

__Question 4:__ Are there changes in the students' attitudes toward self, school, and this AIS Program Area after the AIS presentation?

__Findings:__ Table 7A, B and C in the basic text of this report show results from the student attitude scales.

Comparisons of total scale results for the concept "Myself" (Table 7A), indicate two statistically significant, at or below the .05 level, positive mean shift--the mean scale score was higher on the post than it was on the pre, and the mean scale was higher on the delayed post than it was on the pre.

Table 7B reflects the same statistically significant positive mean attitude shifts with the concept "School and Me".

Table 7C reflects no statistically significant mean attitude shifts. However, it was noted that all of the means were higher for the "Poetry and Me" than they were for the other two concepts.

Table P6, P7 and P8 show comparisons of the results by scale items.

A review of the student interview data contained in Table P9 shows that, when students were asked to describe what they had just seen or done, the most frequently used words were "learned", "fun", "easy", and "nice". Of the 100 students interviewed, 95 or 95% indicated that they

TABLE
ARTISTS-IN-THE-SCHOOL PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Poetry

Scale Concept Myself

Adjective Pairs	TOTAL Post X	Post S.D.	Pre X	Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	Post S.D.	Pre X	Pre S.D.	SE	d.f.	t.	p.	Delayed TOTAL Post X	S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	3.82	.76	3.61	.63	.06	127	3.33	.001*	3.66	.56	3.62	.61	.61	116	.51	.61	3.66	.56	3.84	.75	.07	116	-2.09	.04*
Quiet - Loud	3.41	.84	3.27	.68	.06	127	2.33*	.02	3.33	.66	3.28	.69	.06	116	.87	.39	3.33	.66	3.38	,85	,08	116	-.57	.57
Good - Bad	3.84	.77	3.66	.61	.06	127	2.30*	.01	3.74	.62	3,64	,61	,06	116	1.49	.14	3,74	,62	3,84	.78	,06	116	-1,26	,21
Fast - Slow	3.50	.83	3.50	.83	.06	124	1.34	.18	3.60	.77	3.51	,85	.07	116	1,07	,29	3.56	.75	3,61	,82	,07	113	-,62	,54
Nice - Awful	3.99	.76	3.94	.68	.07	127	.84	.40	3.90	,62	3.94	.69	,06	116	-70	,49	3,90	,62	3,97	,77	,07	116	-1,10	,27
Big - Small	3.19	.98	3.24	.92	.07	127	-.75	.46	3.28	.89	3.24	.93	,08	115	,51	.61	3,28	,89	3,20	.99	,09	116	1,00	,32
Kind - Cruel	4.01	.80	3.91	.81	.07	126	1.36	.1	4.03	,64	3.91	.82	,08	115	1,46	,15	4,03	,64	3,98	,80	,06	116	,71	,48
Strong - Weak	3.84	.78	3.81	.78	.06	127	56	.51	3.75	.77	3.82	.77	.06	116	-1,24	,22	3.75	,77	3.87	,76	,07	116	-1,71	,09
Fair - Unfair	4.00	.86	3.94	.76	.09	127	.73	.47	3.99	.74	3.92	,78	,08	116	,83	,41	3,99	,74	3,98	,87	,08	116	,11	,92
High - Low	3.43	.89	3.31	.83	.07	127	1.70	.09	3.38	.79	3.32	185	,08	116	,80	,43	3.38	,79	3,44	,89	,08	116	-,77	,45
Like - Dislike	4.02	.78	3.88	.73	.07	127	2.06*	04	3.95	.66	3.86	.73	.07	116	1.29	.20	3.95	.66	3.99	.77	,07	116	-,66	,51
Easy - Hard	3.52	.99	3.45	.87	.09	127	.70	49	3.60	.85	3.44	.85	.10	116	1.56	.1	3,60	.85	3.49	1.01	.10	116	1.10	.27

*Statistically significant at or below the .05 level

TABLE P

ARTISTS-IN-THE-SCHOOL PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Poetr

Scale Concept School and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	DelayedTOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	3.82	.78	3.64	.91	.07	127	2.68	* .01	3.72	.76	3.63	.90	.09	116	.98	,33	3.72	.76	3,[illegible]	.78	.08	116	-1,21	,23
Quiet - Loud	3.55	.79	3.34	.85	.07	127	3.08	* .0	3.57	.85	3.36	.85	.07	116	2.90	* .00	3.57	.85	3.5	.79	.07	116	.60	.55
Good - Bad	3.81	.77	3.75	.76	.06	127	1.02	.3	3.81	.72	3.73	.77	.07	116	1.30	.1	3.81	.72	3.8	.77	.07	116	.0	1.0
Fast - Slow	3.63	.93	3.54	.94	.07	127	1.27	.2	3.67	.76	3.55	.94	.07	116	1.75	.0	3,68	,78	3,6	.91	,07	116	,35	,73
Nice - Awful	4.02	.69	3.90	.77	.07	127	.90	.06	3.96	.71	3.89	.74	.07	116	.97	.33	3.96	.71	3.9	.68	,07	116	-,35	,70
Big - Small	3.29	1.01	3.16	.94	.08	127	1.52	.1	3.31	.79	.16	,94	,08	116	1,80	,08	3,31	.79	3,30	1,00	,08	116	,10	,92
Kind - Cruel	3.99	.76	3,93	.80	.06	127	1.09	,28	4.05	.68	3.90	,80	,06	116	2,4	* ,0	4,05	,68	3,97	,75	,06	116	1,2	,20
Strong - Weak	3.80	.83	3.81	.73	.06	12	-.27	.79	3.77	.83	3.83	.73	.07	110	-.74	,46	3.77	,82	3,81	,81	,08	116	-,55	,58
Fair - Unfair	4.02	.77	3.96	.84	.07	126	.81	,42	4.09	,71	3.97	,81	,09	115	1,30	.20	4,09	,70	3,97	,77	,07	116	1,68	,10
High - Low	3.42	.96	3.40	.88	.09	127	.17	,87	3.41	,81	3,40	,89	,10	116	,08	,94	3,41	,81	3,44	,96	,07	116	-,35	,73
Like - Dislike	3.85	.80	3.78	.85	.07	127	1,04	.30	3.86	,74	3,74	,86	,09	116	1,38	,1	3,86	,74	3,82	,80	,07	116	,66	,51
Easy - Hard	3.46	1.00	3.46	.93	.10	126	.08	.93	3.52	.84	3.44	.91	.09	115	.85	.40	3.52	.84	3.45	1.05	.10	116	.72	.47

*Statistically significant at or below the .05 level

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Poetry

Scale Concept Poetry and Me

Adjective Pairs	TOTAL Post X	TOTAL Post S.D.	TOTAL Pre X	TOTAL Pre S.D.	SE	d.f	t.	p.	Delayed TOTAL Post X	Delayed TOTAL Post S.D.	Delayed TOTAL Pre X	Delayed TOTAL Pre S.D.	SE	d.f.	t.	p.	DelayedTOTAL Post X	DelayedTOTAL Post S.D.	Post X	Post S.D.	SE	d.f.	t.	p.
Happy - Sad	4.16	.85	4.18	.89	09	127	-.18	86	.11	.90	4.15	.90	10	115	-.34	.74	4.11	.90	4.13	.86	.08	115	-.25	.82
Quiet - Loud	3.84	.86	3.93	.84	08	127	-1.06	.29	3.77	1.03	3.89	.84	09	115	-1.30	.19	3.77	1.03	3.81	.86	.10	115	-.44	.66
Good - Bad	4.07	.88	4.07	.84	09	127	.0	1.00	4.09	.81	4.06	.84	09	115	.37	.71	4.09	.81	4.03	.99	.08	115	.72	.48
Fast - Slow	3.55	.97	3.27	1.05	.10	127	2.[illegible]5	* .01	3.47	1.02	3.28	1.05	.10	115	1.76	.0	3.47	1.02	3.56	.94	.09	115	-1.04	.30
Nice - Awful	4.20	.73	4.27	.68	06	127	-1.23	.22	4.23	.68	4.27	.69	07	115	-.51	.61	4.23	.68	4.16	.74	.07	115	1.17	.24
Big - Small	3.34	.97	3.14	.92	07	120	3.01	* .00	3.31	.95	3.14	.91	10	108	1.84	.07	3.31	.95	3.30	.99	.09	115	-.10	.92
Kind - Cruel	4.18	.74	4.22	.71	06	126	-.63	.53	4.19	.76	4.22	.71	07	114	-.36	.72	4.20	.76	4.13	.73	.08	115	.92	.36
Strong - Weak	3.77	.88	3.85	.85	07	126	-1.13	.26	3.72	.85	3.83	.84	08	114	-1.34	.18	3.72	.85	3.76	.89	.08	115	-.44	.66
Fair - Unfair	4.20	.77	4.18	.79	.07	127	.32	.75	4.11	.84	4.18	.79	09	115	-.78	.44	4.11	.84	4.18	.78	.09	115	-.76	.44
High - Low	3.41	.94	3.45	.89	.08	127	-.41	.69	3.43	.88	3.45	.88	09	115	-.18	.86	3;43	.88	3.42	.94	.08	115	.10	.02
Like - Dislike	4.03	.79	3.91	.90	.08	127	1.50	.14	4.04	.62	3.88	.92	09	115	1.76	.08	4.04	.82	3.97	.80	.07	115	.96	.34
Easy - Hard	3.61	1.07	3.63	.96	.09	127	-.37	.86	3.63	.88	3.59	.96	.10	113	.43	.67	3.63	.88	3.56	1.08	.12	113	.58	.56

*Statistically significant at or below the .05 level.

knew the poetry AIS Program was going to be in their school that day. Of those who responded to the attitude items, 57 or 89% indicated positive words when asked how did what they just saw or did make them feel about themselves, 55 or 87% indicated positive words when asked how did what they just saw or did make them feel about school, and 67 or 94% indicated positive words when asked how did what they just saw or did make them feel about poetry.

Question 5: What are the opinions of principals, curriculum specialists, teachers and artists about the progress of this AIS Program Area?

Findings: Table P10 reflects comparisons of the opinions of the different respondent groups on several aspects of this AIS Program Area.

A majority of the respondents agreed that they feel very good about the AIS poetry program, that they feel very good about themselves as a result of the poetry AIS Program, that this AIS program has affected their attitude toward schools in a positive direction, that they are very much or much involved in this program, and that materials are readily available or available for this program.

The respondents, also, agreed that the AIS poetry program has affected a great deal or mearly so, the students' general school achievement, their arts achievement, the school community, the basic educational program, and the arts program. They agreed that products do result from this AIS Program area, that the products are used, circulated and/or observed a great deal or nearly so.

There was substantial agreement among the respondents that this AIS Program Area's overall rating is very high.

The respondents, except the principal, agreed that the AIS funding has been very satisfactory or satisfactory. The respondents, except

Table P9

STUDENT INTERVIEW DATA

Program Area Poetry Number of Schools 20

Number of Students Interviewed 100

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

Learned....9

Fun....8

Exciting....2

Interesting....1

All right....2

Enjoy....2

Good....2

Easy....4

Nice....4

Like....1

Happy....2

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

95 Yes

5 No

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

POSITIVE 57

NO DIFFERENT 3

NEGATIVE 4

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

POSITIVE 55

NO DIFFERENT 5

NEGATIVE 3

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Poetry ?

POSITIVE 67

NO DIFFERENT 3

NEGATIVE 1

TABLE [illegible]

ARTISTS-IN-THE-SCHOOLS EVALUATION

A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Poetry

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	5	Principal	3	14	2	9	3	14	4	18	10	45	2.27	1.49
	3	Curr. Spec.	2	8	3	12	5	20	7	28	8	32	2.36	1.29
	-	Teacher	-	-	1	3	9	31	4	14	15	52	1,86	0,99
	5	Artist	9	47	3	16	1	5	1	5	5	26	3,53	1,74
2.) How do you feel about AIS? (Very good - Very bad)	5	Principal	22	100										
	3	Curr. Spec.	23	92	2	8							4,92	0,28
	-	Teacher	25	86	3	10	1	3					4,83	0,47
	4	Artist	19	95		1	5	-	-	-	-	-	4,95	0,22
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	7	Principal	15	75	2	10	3	15	-	-	-	-	4,60	0,75
	5	Curr. Spec.	17	74	4	17	2	9	-	-	-	-	4,65	0,65
	-	Teacher	24	83	4	14	1	3	-	-	-	-	4,79	0,49
	5	ARtist	18	95	1	5	-	-	-	-	-	-	4,95	0,23
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	10	Principal	7	41	4	24	4	24	-	-	2	12	3,82	1,33
	6	Curr. Spec.	15	68	6	27	1	5	-	-	-	-	4,64	0,58
	4	Teacher	16	64	7	28	1	4	-	-	1	4	4,48	0,92
	4	Artist	11	55	6	30	3	15	-	-	-	-	4,40	0,75
5.) To what extent are you involved in AIS? (Very Much - Not at all)	6	Principal	8	38	5	24	7	33	k	5	-	-	3,95	0,97
	4	Curr. Spec.	8	33	9	38	6	25	1	4	-	-	4,00	0,89
	3	Teacher	16	62	3	12	4	15	1	4	2	8	4,15	1,29
	4	Artist	17	85	2	10	1	5	-	-	-	-	4,80	0,52
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory_	16	Principal	2	18	2	18	6	55	1	9	-	-	3,46	0,93
	16	Curr. Spec.	3	25	3	25	4	33	2	17	-	-	3.58	1.08
	20	Teacher	6	67	2	22	-	-	1	11	-	-	4.44	1.01
	5	Artist	9	47	4	21	5	26	1	5	-		4.11	0.99

	NR	Position			4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	K	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	8	Principal	11	58	4	21	2	11	1	5	1	5	4.21	1.18
	4	Curr. Spec	14	58	6	25	3	13	-	-	1	4	4.33	1.01
	8	Teacher	10	48	3	14	6	29	2	10	-	-	4.00	1,10
	10	Artist	7	50	1	7	4	29	1	7	1	7	3,86	1,35
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	6	Principal	17	81	4	19	-	-	-	-	-	-	4,81	0,40
	2	Curr. Spec	22	85	4	15	-	-	-	-	-	-	4,85	0,37
	1	Teacher	23	82	4	14	1	4	-	-	-	-	4,79	0,50
	3	Artist	18	86	3	14	-	-	-	-	-	-	4,86	0,36
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	7	Principal	2	10	13	65	3	15	1	5	1	5	3,70	0,92
	6	Curr. Spec	5	23	13	59	3	14	-	-	1	5	3,96	0,90
	5	Teacher	5	21	12	50	5	21	1	4	1	4	3,79	0,98
	8	Artist	10	63	4	25	2	13	-	-	-	-	4,50	0,73
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	10	Principal	5	29	9	53	3	18	-	-	-	-	4,12	0,70
	5	Curr. Spec	10	43	10	43	3	13	-	-	-	-	4.30	0.70
	5	Teacher	8	33	12	50	3	13	-	-	1	4	4,08	0,93
	5	Artist	14	74	3	16	2	11	-	-	-	-	4,63	0,68
11.) Has AIS affected the general community? (A great deal - Not at all)	7	Principal	5	25	4	20	7	35	1	5	3	15	3,35	1,35
	11	Curr. Spec	7	41	4	24	4	24	2	12	-	-	3,94	1,09
	10	Teacher	2	11	6	32	6	32	4	21	1	5	3,21	1,08
	13	Artist	2	18	3	27	3	27	2	18	1	9	3,27	1,27
12.) Has AIS affected the school community? (A great deal - Not at all)	6	Principal	7	33	3	14	8	38	1	5	2	10	3,57	1,29
	8	Curr. Spec	3	15	9	45	6	30	2	10	-	-	3,65	0,88
	8	Teacher	6	29	5	24	4	19	2	10	4	19	3,33	1,49
	10	Artist	2	14	10	71	1	7	1	7	-	-	3,93	0,73
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	9	Principal	4	22	6	33	3	17	3	17	2	11	3,39	1,34
	5	Curr. Spec	4	17	10	43	8	35	-	-	1	4	3,70	0,93
	4	Teacher	7	28	10	40	5	20	1	4	2	8	3,76	1,17
	7	Artist	7	41	5	29	5	29	-	-	-	-	4,12	0,86
14.) Has AIS affected the arts program? (A great deal - Not at all)	9	Principal	5	28	9	50	2	11	1	6	1	6	3,89	1,08
	4	Curr. Spec.	9	38	14	58	1	4	-	-	-	-	4,33	0,57
	5	Teacher	10	42	8	33	5	21	-	-	1	4	4.08	1.02
	9	Artist	10	67	2	13	1	7	1	7	1	7	4.27	1,28

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	9	Principal	5	28	7	39	5	28	1	6	-	-	3.89	0.90
	6	Curr. Spec	4	18	10	45	6	27	1	5	1	5	3.68	1.00
	6	Teacher	11	48	5	22	6	26	-	-	1	4	4.09	1.08
	17	Artist	1	14	1	14	4	57	1	14	-	-	3.29	0.95
16.) To what extent do products result from AIS? (A great deal - Not at all)	6	Principal	9	43	9	43	3	14	-	-	-	-	4.29	0.72
	2	Curr. Spec.	11	42	13	50	2	8	-	-	-	-	4.35	0.63
	3	Teacher	18	69	4	15	2	8	2	8	-	-	4.46	0.95
	4	Artist	14	70	3	15	2	10	1	5	-	-	4.50	0.89
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	8	Principal	7	37	8	42	4	21	-	-	-	-	4.16	0.77
	2	Curr. Spec.	11	42	12	46	3	12	-	-	-	-	4,31	0,68
	3	Teacher	10	38	9	35	4	15	2	8	1	4	3,96	1,11
	5	Artist	6	32	6	32	5	26	1	5	1	5	3,79	1,13

the artists, indicated agreement that attempts are being made to provide the students with similar experiences as those provided by this program.

Many of the respondents indicated that they had had no or little orientation to or training for this AIS Program Area.

Additional Findings

Table P11 reflects the responses to questions concerning training and background in AIS.

There was agreement among the respondents that an inservice education program in the integration of this AIS Program into the regular curriculum would benefit them and the students.

Table 11 in the basic report shows the results of the parent's surveys.

TABLE F11

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Poetry

	Position	$\bar{X}$years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	6.14	2.74	21	27
	Curr. Spec.	5.20	2.40	25	28
	Teacher	4.11	2.62	28	29
	Artist	2.39	1.34	18	24

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	5	19
	Curr. Spec.	4	14
	Teacher	2	7
	Artist		
DANCE	Principal	6	22
	Curr. Spec.	9	32
	Teacher	3	10
	Artist		
FICTION-WRITING	Principal	1	4
	Curr. Spec.		
	Teacher		
	Artist		
FILMMAKING	Principal	2	7
	Curr. Spec.		
	Teacher	1	3
	Artist		
MUSIC	Principal	5	19
	Curr. Spec.	15	54
	Teacher	3	10
	Artist		
PHOTOGRAPHY	Principal	2	7
	Curr. Spec.		
	Teacher		
	Artist		
POETRY	Principal	1	4
	Curr. Spec.		
	Teacher	1	3
	Artist		
THEATRE	Principal	18	67
	Curr. Spec.	21	75
	Teacher	11	38
	Artist		

	Position	YES		NO		
		N	%	N	%	
Did your undergraduate preparation program include orientation to an AIS program?	Principal	2	7	13	48	12
	Curr. Spec.	1	4	17	61	10
	Teacher	3	10	17	59	9
	Artist	3	13	9	38	12
Have you, within the last five years elected to pursue further education in the arts?	Principal	1	4	15	56	11
	Curr. Spec.	1	4	13	46	11
	Teacher	9	31	11	38	9
	Artist	11	46			13

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	5	19	8	30	3	11					11	
	Curr. Spec.	1	39	5	18			1	4			11	
	Teacher	11	38	5	17	3	7	1	3			9	
	Artist	3	13	1	4	6	25	2	8	1	4	11	

Theatre

Subjects

Of the total in-school observations made (951), those for theatre (236) represent 25%. The numbers of respondents by category are: principals - 30, curriculum specialists - 32, teachers - 32, artists - 28, and students - 128. In addition, 18 parents, 14 mothers and 4 fathers, were surveyed via telephone. These parents were among those of students surveyed who were selected at random to have their parents surveyed.

Process Evaluation

Implementation Evaluation

Question 1: To what extent is this AIS Program Area being integrated into the regular curriculum?

Findings: Table T1 reflects that a majority of principals, curriculum specialists, teachers, and artists agreed that theatre is being integrated to a substantial degree into the regular curriculum in art, music, and language arts. They also agreed that theatre is not being integrated to any great degree into the regular curriculum in mathematics, natural sciences and social sciences.

Question 2: What are the roles of the in-school respondents in integrating this AIS Program Area into the regular curriculum?

Findings: A review of Table T2 reveals that there was agreement for the most part, that the principals evaluate the extent to which the theatre AIS Program is being integrated into the regular curriculum. There is agreement that the curriculum specialists do above named activity and plan ways and attempt to integrate this program into the regular curriculum. Also, there is agreement that the teachers do all of the above named activities plus work with others to integrate the program into the regular curriculum.

TABLE 71

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

A Comparison by Position of Respondent of Responses to the Question:

Number 1: "To What Extent is this AIS Program Area
Being Integrated into the Regular Curriculum?"

AIS AREA Theatre

Curriculum Areas	Position	Number Respond	To a great extent								Not at all		Total		N/R
			5		4		3		2		1		X̄	S.D.	
			N	%	N	%	N	%	N	%	N	%			
Art	P		7	26	8	30	8	30	2	7	2	7	3.59	1.19	3
	CS		8	30	11	41	4	15	1	4	3	11	3.74	1.26	5
	T		15	48	5	16	7	23	2	6	2	6	3.94	1.26	1
	A		9	45	5	25	4	20	1	5	1	5	4.00	1.17	8
Music	P		8	32	8	32	5	20	2	8	2	8	3.72	1.24	5
	CS		9	32	6	21	8	29	1	4	4	14	3.54	1.37	4
	T		12	38	8	25	5	16	3	9	4	13	3.66	1.41	-
	A		7	39	6	33	2	11	1	6	2	11	3.83	1.34	1
Language	P		8	30	14	52	5	19	-	-	-	-	4.11	.70	3
	CS		13	46	11	39	1	4	2	7	1	4	4.18	1.06	4
	T		15	48	9	29	5	16	-	-	2	6	4.13	1.12	1
	A		12	60	5	25	1	5	1	5	1	5	4.30	1.13	8
Mathematics	P		1	4	2	7	9	33	6	22	9	33	2.26	1.13	3
	CS		3	12	4	15	4	15	7	27	8	31	2.50	1.39	6
	T		3	9	4	13	6	19	5	16	14	44	2.28	1.40	-
	A		2	11	2	11	3	17	3	17	8	44	2.28	1.45	1
Natural Sciences	P		-	-	6	23	3	8	4	15	8	31	2.46	1.17	4
	CS		1	4	5	20	6	24	5	20	8	32	2.44	1.26	7
	T		4	13	4	13	5	16	5	16	13	42	2.39	1.48	1
	A		1	6	4	22	4	22	3	17	6	33	2.50	1.34	1
Social Sciences	P		2	7	8	30	8	30	5	19	4	15	2.96	1.19	3
	CS		5	19	7	27	9	35	1	4	4	15	3.31	1.29	6
	T		8	27	7	23	7	23	2	7	6	20	3.30	1.47	2
	A		4	21	5	26	3	16	2	11	5	26	3.05	1.55	9

TABLE T2

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question:

Number 2: "What are Your Roles and What are the Roles of the Following Personnel in Intetrating this AIS Program into the Regular Curriculum?"

AIS Area Theatre

Roles	Position	Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% o Resp
Provides technical assistance	P	20	67	22	73	14	47	9	30	13	43
	CS	16	50	24	75	12	38	6	19	19	59
	T	10	31	21	66	10	31	9	28	21	66
	A	12	43	11	39	6	21	5	18	15	54
Works with others to integrate program into regular curriculum.	P	7	23	26	87	21	70	5	17	11	37
	CS	5	16	29	91	21	66	4	13	15	47
	T	10	31	23	72	24	75	10	31	15	47
	A	4	14	13	46	15	54	2	7	12	43
Evaluates the extent to which the AIS program area has been integrated into the regular curriculum.	P	17	57	26	87	24	80	8	27	6	20
	CS	16	50	25	78	24	75	5	16	4	13
	T	18	56	25	78	25	78	9	28	4	13
	A	12	43	15	54	12	43	2	7	3	11
Plans ways to integrate the AIS program into the regular curriculum.	P	15	50	29	97	24	80	5	17	9	30
	CS	12	38	27	84	26	81	3	9	8	25
	T	14	44	24	75	28	88	4	13	11	34
	A	8	29	16	57	12	43	-	-	10	36
Attempts to integrate AIS program areas into regular curriculum.	P	8	27	25	83	25	83	3	10	6	20
	CS	9	28	21	66	28	88	2	6	5	16
	T	10	31	20	63	29	91	4	13	8	25
	A	7	25	13	46	18	64	2	7	7	25

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/ A - Artist

Question 3: To what extent are the operations involved in delivering this AIS Program Area efficient?

Findings: Table T3 clearly indicates that a great majority of the respondents agree that the theatre AIS Program is being delivered efficiently.

Question 4: What are the roles of the in-school respondents in delivering this AIS Program Area?

Findings: Table T4 shows that there was agreement among the respondents that the principals observe the artist at work. The principals, curriculum specialists, and teachers agreed that principals observe the students working with the artists.

There was agreement among the respondents that the curriculum specialists provide technical assistance, observe the artist at work, observe the students working with the artists and observe the students work that results from this AIS Program Area.

For the most part, there was agreement among the respondents that the teachers engage in the roles named above plus participate in the program. It was noted that a majority of the artists did not indicate that the teachers provide technical assistance nor participate in the program.

There was agreement that the students participate in the program and observe the artist at work. A majority of the respondents indicated that the artists provide technical assistance and participate in the program.

Progress Evaluation

Question 1: To what extent are the objectives explicated for this AIS Program Area being met?

Findings: Table T5 reflects the responses concerning the ob-

TABLE T3

Artists-in-the-Schools Program Evaluation

A Comparison by Position of Respondent of Responses to the Question: Number 3: "To What Extent is This AIS Program Area Being Delivered Efficiently?"

AIS Area: Theatre

Operation	# Respon.	Position	Very Efficient 5 N	5 %	4 N	4 %	3 N	3 %	2 N	2 %	Not at all efficient 1 N	1 %	Total X	Total S.D.	N/R
Artists moving in and out of school.		P	26	90	3	10	-	-	-	-	-	-	4.90	.31	1
		CS	28	90	2	6	1	3	-	-	-	-	4.87	.43	1
		T	26	87	2	7	1	3	1	3	-	-	4.77	.68	2
		A	20	83	4	17	-	-	-	-	-	-	4.83	.38	4
		O	26	93	1	4	1	4	-	-	-	-	4.89	.42	-
School's choice of performance place.		P	14	54	9	35	2	8	1	4	-	-	4.39	.80	4
		CS	18	60	8	27	3	10	1	3	-	-	4.43	.82	2
		T	18	56	11	34	3	9	-	-	-	-	4.47	.67	-
		A	13	54	4	17	1	4	-	-	-	-	4.29	.91	4
		O	14	50	10	36	3	11	1	4	-	-	4.32	.82	-
School's readiness of performance area.		P	20	74	5	19	1	4	1	4	-	-	4.63	.74	3
		CS	23	74	6	19	2	6	-	-	-	-	4.68	.60	1
		T	24	75	6	19	2	6	-	-	-	-	4.69	.59	-
		A	17	71	3	13	4	17	-	-	-	-	4.54	.78	4
		O	17	61	9	32	1	4	1	4	-	-	4.50	.75	-
Student discipline by school personnel.		P	25	89	2	7	1	4	-	-	-	-	4.86	.45	2
		CS	24	80	6	20	-	-	-	-	-	-	4.80	.41	2
		T	26	84	4	13	1	3	-	-	-	-	4.81	.48	1
		A	21	88	1	4	1	4	1	4	-	-	4.75	.74	4
		O	23	82	3	11	2	7	-	-	-	-	4.75	.59	-

Key:
P - Principal
CS - Curriculum Specialist
T - Teacher
A - Artist
O - Observer

TABLE T4

Artists-in-the-Schools Program Evaluation
A Comparison by Position of Respondent of Responses to the Question:

Number 4: "What Are Your Roles and What are the Roles of the Following Personnel in the Mechanics of Delivering this AIS Program?"

AIS Area: Theatre

Roles		Principal		Curr. Spec.		Teachers		Students		Artists	
		N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.	N	% of Respon.
Provides technical assistance.	P	15	50	21	70	10	33	2	7	17	57
	CS	16	50	24	75	13	41	7	22	18	56
	T	8	25	17	53	11	34	4	13	21	66
	A	9	32	15	54	4	14	3	11	18	64
Participates in program.	P	12	40	16	53	17	57	25	83	27	90
	CS	10	31	14	44	18	56	25	78	27	84
	T	9	28	10	31	17	53	27	84	29	91
	A	6	21	7	25	9	32	18	64	22	79
Observes the artist at work.	P	26	87	27	90	26	93	28	93	10	33
	CS	27	84	31	97	29	91	29	91	10	31
	T	21	66	26	81	[illegible]	[illegible]	30	94	13	41
	A	15	54	18	64	21	75	21	75	8	28
Observes the students working with the artists.	P	21	70	25	83	27	90	12	40	11	37
	CS	20	63	25	78	2	81	17	53	9	28
	T	16	50	21	66	29	91	18	56	14	44
	A	12	43	14	50	17	61	7	25	9	32
Observes the students work that results from this AIS Program Area.	P	20	67	26	87	29	97	11	37	7	23
	CS	18	56	25	78	27	84	10	31	8	25
	T	14	44	22	69	29	91	14	44	6	19
	A	11	39	13	46	19	68	1	4	5	18

Key: P - Principal/CS - Curriculum Specialist/T - Teacher/A - Artist

AIS EVALUATION PROJECT

INDIVIDUAL PROGRAM AREA EVALUATION: Theatre Number of Schools 30

TABLE T5

	yes	%	no	%	5	4	3	2	1	X̄
1. Was the performance appropriate to the age of the audience?	29	97%	1	3%						
2. To what extent did the performers relate with the audience during the show?					22	2	3	1	1	4.4
3. To what extent did the audience pay attention to the artists during the performance?					25	5	-	-	-	4.8
4. To what extent did the audience appear to empathize with the performers?					22	3	4	1	-	4.5
5. To what extent does the performance demonstrate an example of high quality theatre?					21	5	3	2	-	4.6
6. To what extent do in-class workshops appear to give students a greater understanding of the performance or theatre as an art?					19	2	1	1	-	4.7
7. Do members of the regular cast and crew conduct workshops?	17	65%	9	35%						
8. To what extent are workshops taught well by artists? (ORGANIZATION)					15	3	-	-	-	4.8
9. To what extent are workshops taught well by artists? (MANAGEMENT OF CLASS)					15	3	-	-	-	4.8
10. Did they teach about theatre?	19	95%	1	5%						
11. Did they teach about the subject of the play?	17	85%	3	15%						
12. Did the teacher receive study guides 1 month prior to performance?	21	78%	6	22%						
13. To what extent were the study guides used by teachers prior to the performance? About 25%....4 About 50%....5 About 75%....8 About 100%...5										
14. To what extent are in-class workshops given before/after the performance? Before: All Classes...8 Some Classes..- No Classes....14 All-Audience..- After: All Classes.....10 Some Classes.....2 No Classes......11 All Audience.....7										

jectives. For most of the theatre AIS Programs visited, the interviewees and the observers indicated that most of theatre AIS Program Area objectives were being met. It appears that the numbers of in-class workshops given before and after the performances are low.

Question 2: To what extent does this AIS Program Area give students the opportunity to use basic skills creatively?

Findings: These findings are included with those presented for Question 5.

Question 3: Are the theatre presentations appropriate for the ages of the students involved?

Findings: The data indicate that the theatre presentations are appropriate for the ages of the students involved (see Table T5).

Question 4: Are there changes in the students' attitudes toward self, school and this AIS Program Area after the AIS presentation?

Findings: Tables 7A, B and C in the basic report show results from the student attitude scales.

Comparisons of the total scale results for all three concepts; "Myself", "School and Me", and "Theatre and Me" indicate no statistically significant mean attitude shifts. However, it was noted that the mean values for each time assessed, that is, pre, post, delayed post were higher for "Theatre and Me" than they were for the other two concepts.

Tables T6, T7 and T8 show comparisons of results by scale items.

A review of the student interview data contained in Table T9 shows that, when students were asked to describe what they had just seen or done, the most frequently used words were "good", "like" and "fun". Of the 105 students interviewed, 65 or 62% indicated that they knew the theatre program was going to be in their school that day.

Of those who responded to the attitude items, 35 or 85% indicated

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Theatre

Scale Concept Myself

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	3.69	.90	3.61	.77	.08	113	.98	.33	3.65	.76	3.60	.75	.10	97	.32	.75	3.65	.76	3.71	.89	.11	97	-.57	.52
Quiet - Loud	3.46	.85	3.42	.76	.08	113	.53	.5	3.43	.76	3.40	.81	.09	97	.12	.9	3.43	.76	3.48	.84	.10	97	-.50	.62
Good - Bad	3.68	.78	3.69	.78	.09	113	-.11	.92	3.68	.75	3.68	.78	.09	97	.0	1.00	3.48	.75	3.48	.79	.09	97	.0	1.00
Fast - Slow	3.4	.89	3.50	.86	.08	110	-1.16	.25	3.56	1.04	3.51	.87	.11	96	.47	.6	3.54	1.04	3.39	.92	.11	95	1.38	.17
Nice - Awful	3.98	.75	3.98	.79	.08	113	.0	1.00	4.00	.69	4.00	.77	.08	97	.0	1.00	4.00	.69	4.00	.75	.09	97	.0	1.00
Big - Small	3.15	1.0	3.15	.109	.10	111	.01	.00	3.29	1.03	3.16	1.08	.13	96	.97	.34	3.30	1.03	3.18	1.05	.12	97	.96	.34
Kind - Cruel	4.00	.85	3.92	.85	.06	113	1.24	.22	4.00	.70	3.94	.81	.09	97	.70	.49	4.00	.70	4.00	.84	.08	97	.0	1.
Strong - Weak	3.61	.84	3.75	.76	.07	112	-2.00	.05*	3.76	.84	3.70	70	09	97	.34	.74	3.76	.84	3.65	.80	09	97	1.11	.27
Fair - Unfair	3.93	.92	3.84	.95	.08	113	1.13	.26	4.06	.85	3.89	92	10	97	1.71	.09	4.06	.85	3.98	.89	.11	97	.77	.44
High - Low	3.30	.97	3.36	.98	.10	113	-.72	.48	3.38	.97	3.32	.97	.13	97	.48	.63	3.38	.97	3.27	.97	.11	97	1.00	.32
Like - Dislike	3.90	.86	3.85	.87	.08	113	.62	.53	3.91	.73	3.89	85	.09	97	.23	.82	3.91	.73	3.90	.88	.10	97	.10	.92
Easy - Hard	3.47	.97	3.25	.94	.08	113	2.60	.01*	3.58	.90	3.23	.96	.12	97	2.96	.00*	3.58	.90	3.58	1.00	.12	97	.60	.55

TABLE ____

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION
Student Attitude Data
Comparison of Item Results

AIS Area Theatre

Scale Concept School and Me

Adjective Pairs	TOTAL Post		TOTAL Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Pre		SE	d.f.	t.	p.	Delayed TOTAL Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	3.82	.99	3.82	.92	.10	113	.0	1.00	3.76	.86	3.77	.88	.09	97	-.12	.91	3.76	.86	3.78	1.01	.10	97	-.20	.84
Quiet - Loud	3.56	.96	3.56	.85	.06	113	.0	1.00	3.39	.83	3.55	.88	.10	97	-1.70	.09	3.39	.83	3.56	.99	.11	97	1.54	.13
Good - Bad	3.76	.91	3.81	.88	.07	113	-.62	.54	3.77	.82	3.88	.89	.09	97	-.36	.72	3.76	.82	3.78	.93	.08	97	-.12	.90
Fast - Slow	3.54	.98	3.46	.90	.08	113	.83	.41	3.52	1.02	3.47	.89	.11	97	.49	.63	3.52	1.02	3.55	1.01	.10	97	-.30	.76
Nice - Awful	3.99	.84	3.91	.89	.09	113	.91	.36	3.92	.89	3.88	.89	.11	97	.36	.72	3.92	.89	3.96	.87	.10	97	-.40	.69
Big - Small	3.10	1.02	3.06	1.14	.09	113	.41	.68	3.25	1.11	3.04	1.15	.11	97	1.90	.06	3.25	1.11	3.10	1.02	.10	97	1.47	.14
Kind - Cruel	4.01	.86	4.03	.79	.08	113	-.21	.83	4.07	.76	4.04	.77	.09	97	33	.74	4.07	.76	4.02	.84	.09	97	.58	.56
Strong - Weak	3.67	.89	2.70	.77	.08	109	-.37	.72	3.69	.87	3.69	.77	.11	95	.0	1.00	3.67	.87	3.68	.87	.11	97	-.10	.92
Fair - Unfair	3.97	.84	3.88	1.06	.09	112	1.66	.10	4.01	.86	3.93	.98	.11	96	78	.44	4.02	.86	4.03	.75	.11	97	-.10	.92
High - Low	3.37	1.06	3.49	.95	.09	113	-1.39	.17	3.36	1.00	3.44	1.00	.10	97	-1.07	.29	3.36	1.00	3.44	1.00	.12	97	-.67	.50
Like - Dislike	3.89	.96	3.83	.97	.08	113	.69	.49	3.91	.93	3.82	.99	.12	97	.78	.44	3.91	.93	3.89	.95	.11	97	.20	.84
Easy - Hard	3.46	.96	3.26	1.01	.09	113	2.07	.04*	3.51	1.00	3.23	1.05	.14	97	1.94	.06	3.51	1.00	3.43	1.00	.14	97	.59	.56

*Statistically significant at or below the .05 level.

TABLE

ARTISTS-IN-THE-SCHOOLS PROGRAM EVALUATION

Student Attitude Data

Comparison of Item Results

AIS Area Theat

Scale Concept Theatre and Me

Adjective Pairs	TOTAL								Delayed TOTAL								DelayedTOTAL							
	Post		Pre		SE	d.f.	t.	p.	Post		Pre		SE	d.f.	t.	p.	Post		Post		SE	d.f.	t.	p.
	X	S.D.	X	S.D.					X	S.D.	X	S.D.					X	S.D.	X	S.D.				
Happy - Sad	.20	.87	.15	.92	.08	113	.69	.49	4.07	.87	.12	.93	10	97	-.49	.63	4.07	.87	4.16	.91	.11	97	-.85	.40
Quiet - Loud	.89	.92	.06	.92	.08	113	-2.02	*.05	4.01	.96	.05	.94	.11	97	-.38	.70	4.01	.96	3.89	.92	.09	97	1.30	.20
Good - Bad	4.08	.83	4.19	.89	09	113	-1.27	.21	4.17	.83	4.17	.93	.10	97	.0	1.00	4.17	.83	4.10	.82	.10	97	.75	.46
Fast - Slow	3.54	1.07	3.53	1.12	10	113	.18	.86	3.51	1.01	3.50	1.14	.12	97	.09	.93	3.51	1.01	3.50	1.10	.11	97	.10	.92
Nice - Awful	4.24	.87	4.25	.85	.08	113	-.11	.91	4.26	.76	4.23	.87	.09	97	.23	.82	4.26	.76	4.25	.87	.09	[illegible]	.11	.91
Big - Small	3.27	1.10	3.34	1.12	.10	111	-.75	.45	3.27	1.14	3.31	1.16	.15	95	-.28	.78	3.24	1.15	3.28	1.07	.12	97	-.25	.81
Kind - Cruel	4.17	.84	4.10	.95	.07	113	1.00	.32	4.17	.84	4.13	.92	.11	97	.39	.70	4.17	.84	4.21	.74	.08	97	-.48	.63
Strong - Weak	3.75	.94	3.72	.97	.09	113	.41	.69	3.74	.96	3.77	1.00	.11	97	-.18	.86	3.74	.96	3.79	.93	.10	97	-.41	.68
Fair - Unfair	4.14	.89	3.90	.96	.08	113	2.82*	.01	4.26	.83	3.95	.95	09	97	3.24	*.00	4.26	.83	4.19	.81	.08	97	.74	.46
High - Low	3.38	1.10	3.41	1.05	09	113	-.38	.70	3.55	1.00	3.45	1.05	12	97	.86	.39	3.55	1.00	3.43	1.08	.12	97	1.01	.31
Like - Dislike	4.05	.05	4.09	.88	.08	113	-.42	.67	4.11	.84	4.11	.88	10	97	.0	1.00	4.11	.84	4.10	.95	.10	97	.10	.92
Easy - Hard	3.56	.98	3.42	1.06	.10	113	1.44	.15	3.66	.93	3.43	1.10	.13	97	1.85	.07	3.66	.93	3.53	1.00	.11	97	1.17	.24

*Statistically significant at or below the .05 level.

Table T9
STUDENT INTERVIEW DATA

Program Area Theatre Number of Schools 22

Number of Students Interviewed 105

1. TELL ME ABOUT WHAT YOU JUST SAW/DID: (Common words listed)

Like....7

Fun....5

Good....9
Interesting....3

Learned....3

OK....2

Enjoy....3

2. DID YOU KNOW THAT (this program) WAS GOING TO BE IN YOUR SCHOOL TODAY?

N		%
65	Yes	62
40	No	38
105		100

3. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT YOURSELF?

	N	%
POSITIVE	35	85
NO DIFFERENT	5	12
NEGATIVE	1	3
	41	100

4. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT SCHOOL?

	N	%
POSITIVE	31	78
NO DIFFERENT	6	15
NEGATIVE	3	9
	40	100

5. HOW DID WHAT YOU JUST SAW/DID MAKE YOU FEEL ABOUT Theatre ?

	N	%
POSITIVE	34	94
NO DIFFERENT	2	6
NEGATIVE	-	-
	36	100

positive words when asked about the same thing about theatre. These appear to agree with the findings using the attitude scales.

Question 5: What are the opinions of the principals, curriculum specialists, teachers and artists about the progress of this AIS Program Area?

Findings: Table T10 reflects comparisons of the opinions of the different respondent groups on several aspects of the theatre AIS Program Area.

All groups sampled indicated that they felt very good about the theatre AIS Program and that they felt very good about themselves as a result of the theatre AIS program. A majority of the people in all groups indicated that theatre AIS programs have affected their attitude toward schools in a positive direction.

A majority of the people in principal, curriculum specialist and artist groups indicated that they were very much or much involved in the theatre AIS program. However, only 40% of the teachers indicated that they were very much involved.

A majority of the people in all the groups except the teachers group indicated that they thought the Theatre AIS Program funding was very satisfactory or satisfactory. Only 40% of the teachers indicated they thought so. However, about 33% of the teachers did not respond to this item.

The respondents in the groups appear to agree that the materials were readily available. However, about 44% of the artists did not respond to this item.

With only one exception, a majority of the respondents, across categories indicated that they thought that the Theatre AIS Program had affected a great deal or on the positive side the following:

TABLE T1
ARTISTS-IN-THE-SCHOOLS EVALUATION
A Comparison and Analysis of Opinions on the Progress of the Program

AIS Program Area Theatre

	N/R	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X	S.D.
1.) How well were you oriented to or trained for AIS? (Very Well - Not at all)	2	Principal	7	27	5	19	7	27	3	12	4	15	3.31	1.41
	1	Curr. Spec.	6	19	3	10	9	29	3	10	10	32	2.74	1.51
	3	Teacher	7	25	2	7	8	29	1	4	10	36	2,82	1,61
	4	Artist	17	81	1	5	2	10	-	-	1	5	4.57	1.03
2.) How do you feel about AIS? (Very good - Very bad)	1	Principal	24	89	2	7	-	-	1	4	-	-	4,82	0,62
	2	Curr. Spec.	28	93	1	3	1	3	-	-	-	-	4,90	0,40
	1	Teacher	26	87	2	7	2	7	-	-	-	-	4,80	0,55
	4	Artist	19	90	2	10	-	-	-	-	-	-	4,91	0,30
3.) How do you feel about yourself as a result of AIS? (Very Good - Very Bad)	4	Principal	19	79	3	13	1	4	1	4	-	-	4,67	0,76
	5	Curr. Spec.	20	74	4	15	3	11	-	-	-	-	4,63	0,69
	4	Teacher	18	67	5	19	4	15	-	-	-	-	4,52	0,75
	3	ARtist	20	91	1	5	1	5	-	-	-	-	4,86	0,47
4.) How has AIS affected your attitude toward schools? (Positive - Negative)	5	Principal	13	57	3	13	6	26	1	4	-	-	4,22	1,00
	4	Curr. Spec.	18	64	8	29	2	7	-	-	-	-	4,57	0,63
	3	Teacher	14	50	8	29	5	18	1	4	-	-	4,25	0,89
	5	Artist	11	55	6	30	2	10	1	5	-	-	4,35	0,88
5.) To what extent are you involved in AIS? (Very Much - Not at all)	-	Principal	8	29	9	32	7	35	3	11	1	4	3.71	1.12
	3	Curr. Spec.	13	45	6	21	6	21	2	7	2	7	3.90	1,26
	3	Teacher	8	29	3	11	5	18	7	25	5	18	3.07	1,51
	4	Artist	15	71	4	19	2	10	-	-	-	-	4,62	0,67
6.) How satisfactory has been the AIS funding? (Very Satisfactory - Unsatisfactory)	8	Principal	5	25	8	40	4	20	1	5	2	10	3,65	1,23
	8	Curr. Spec.	13	54	4	17	6	25	1	4	-	-	4.21	0.98
	11	Teacher	6	30	2	10	7	35	4	20	1	5	3.40	1.27
	8	Artist	6	35	8	47	1	6	2	12	-		3.94	1,25

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N	%	X̄	S.D.
7.) How readily available have materials for AIS been? (Readily Avail. - Not at all)	5	Principal	15	52	7	30	4	17	-	-	-	-	4.35	0.78
	3	Curr. Spec	18	62	3	10	5	17	2	7	1	3	4.21	1.18
	7	Teacher	13	54	7	29	2	8	2	8	-	-	4.29	0.96
	11	Artist	11	79	2	14	1	7	-	-	-	-	4.71	0.61
8.) What is your overall rating of this AIS program area? (Very High - Very Low)	-	Principal	22	79	4	14	2	7	-	-	-	-	4.71	0.60
	2	Curr. Spec	27	90	3	10	-	-	-	-	-	-	4.90	0.31
	2	Teacher	25	86	3	10	1	3	-	-	-	-	4.83	0.47
	4	Artist	18	86	2	10	1	5	-	-	-	-	4.50	0.76
9.) Has AIS affected the students general school achievement? (A great deal - Not at all)	5	Principal	8	35	6	26	8	35	1	4	-	-	3.91	0.95
	9	Curr. Spec	4	17	8	35	7	30	1	4	3	13	3.39	1,23
	8	Teacher	7	30	8	35	5	22	2	9	1	4	3,78	1,13
	17	Artist	5	63	2	25	1	13	-	-	-	-	4,50	0,76
10.) Has AIS affected the students arts achievement? (A great deal - Not at all)	5	Principal	13	57	6	26	2	9	2	9	-	-	4,30	0,97
	6	Curr. Spec	8	31	12	46	5	19	-	-	1	4	4,00	0,94
	8	Teacher	9	39	9	39	4	17	1	4	-	-	4,13	0,87
	16	Artist	6	67	3	33	-	-	-	-	-	-	4,67	0,50
11.) Has AIS affected the general community? (A great deal - Not at all)	8	Principal	4	20	4	20	10	50	2	10	-	-	3,50	0,95
	7	Curr. Spec	5	20	5	20	7	28	7	28	1	4	3,24	1,20
	5	Teacher	4	15	7	27	12	46	1	4	2	8	3,39	1,06
	14	Artist	3	27	2	18	4	36	-	-	2	8	3,36	1,43
12.) Has AIS affected the school community? (A great deal - Not at all)	4	Principal	5	21	9	38	7	29	2	8	1	4	3,63	1,06
	2	Curr. Spec	9	30	7	23	8	27	4	13	2	7	3,57	1,25
	4	Teacher	6	22	9	33	9	33	-	-	3	11	3,57	1,19
	15	Artist	6	60	4	40	-	-	-	-	-	-	4,60	0,52
13.) Has AIS affected the basic educational program? (A great deal - Not at all)	4	Principal	6	25	6	25	9	38	3	13	-	-	3,63	1,01
	5	Curr. Spec.	8	30	4	15	11	41	4	15	-	-	3,59	1,08
	7	Teacher	5	21	11	46	8	33	-	-	-	-	3,88	0,74
	14	Artist	3	27	5	45	2	18	1	9	-	-	3,91	0,94
14.) Has AIS affected the arts program? (A great deal - Not at all)	1	Principal	13	48	6	22	7	26	1	4	-	-	4,15	0,95
	3	Curr. Spec.	14	48	8	28	6	21	-	-	1	3	4,17	1,00
	5	Teacher	10	38	9	35	4	15	1	4	2	8	3.92	1.20
	12	Artist	6	46	5	38	1	8	1	8	-	-	4,23	0.93

	NR	Position	5		4		3		2		1		Total	
			N	%	N	%	N	%	N	%	N		X	S.D.
15.) To what extent are attempts being made to provide the students with similar experiences as those provided by the AIS programs? (A great deal - Not at all)	3	Principal	7	28	9	36	7	28	2	8	-	-	3.84	0.94
	7	Curr. Spec	7	28	9	36	7	28	1	4	1	4	3.80	1.04
	6	Teacher	8	32	7	28	7	28	3	12	-	-	3.80	1,04
	18	Artist	-	-	6	86	1	14	-	-	-	-	3,86	0,38
16.) To what extent do products result from AIS? (A great deal - Not at all)	4	Principal	7	29	9	38	6	25	2	8	-	-	3.88	0.95
	4	Curr. Spec.	7	25	7	25	12	43	1	4	1	4	3.64	1.03
	7	Teacher	4	17	8	33	10	42	2	8	-	-	3.58	0.88
	17	Artist	2	25	4	50	2	25	-	-	-	-	4.00	0/76
17.) To what extent are the products used/circulated/observed? (A great deal - Not at all)	5	Principal	6	26	6	26	10	43	1	4	-	-	3,74	0.92
	5	Curr. Spec.	7	26	7	26	13	48	-	-	-	-	3,78	0.85
	8	Teacher	8	35	7	30	5	22	3	13	-	-	3,87	1,06
	19	Artist	1	17	2	33	2	33	1	17	-	-	3,50	1,05

the students general school achievement, the basic educational program, the students arts achievement, the arts program, the school community. The one exception was that only 40% of the curriculum specialists indicated that the basic educational program had been affected by the Theatre AIS Program on the positive side of the scale. That is toward "a great deal".

Many of the artists did not respond to these items. The percents of no response from the artists for these items ranged from 48 to 68%. The artists may have thought that they did not know to what degree the theatre AIS Program had affected these areas.

A majority of the respondents, across categories, indicated that the theatre AIS had affected the general community moderately. Only 44% of the artists responded to this item.

A majority of the principals, curriculum specialists and teachers indicated that they thought attempts were being made to provide the students with similar experiences as those provided by the Theatre AIS Program. Seventy-two percent of the artists did not respond to this item. Six of the seven who did respond agreed with the other respondents.

A majority of the respondents, across categories, indicated that they thought products resulted from the theatre AIS program and that they thought the products were being used, circulated and/or observed. Here again, many of the artists did not respond to these items, 68% and 76% respectively.

There was overwhelming agreement among the groups of respondents that the overall rating of the theatre AIS program was very high.

Of the groups sampled, the artists 81% indicated more than the others that they were very well, or well oriented to or trained for the theatre AIS program. Only 46% of the principals, 29% of the curriculum specialists and 32% of the teachers indicated that they were well or very well oriented to or trained for the Theatre AIS program.

Additional Findings

Table T11 reflects responses to questions concerning training and background. When asked to indicate "approximately how many years have the schools in which you have worked offered theatre", principals indicated an average of 5.56 years, curriculum specialists 5.07 years, teachers 3.27 years and artists 2.74 years.

When asked to indicate with what other AIS Program Areas those in theatre had been involved, poetry was indicated most often by all categories of respondents, music was next.

Seven percent of the principals, thirteen percent of the curriculum specialists , twenty-three percent of the teachers and thirty six percent of the artists indicated that they had,within the last five years, elected to pursue further education in the arts.

Fifty percent of the principals, forty four percent of the curriculum specialists, fifty eight percent of the teachers and forty percent of the artists indicated that they thought an inservice training program in the integration of theatre into the curriculum would benefit themselves and the students.

Table 11 in the basic report shows the results of the data collected from the parents concerning the theatre AIS Program. Only 3 of the 14 randomly selected mothers knew what the Theatre AIS Program was. Nine of the 11 who said that they did not know what the Theatre AIS Program was said they would attend an orientation on it. None of the fathers interviewed knew about the program and only 1 said he would attend an orientation session on it.

TABLE T11

ARTISTS-IN-THE-SCHOOLS EVALUATION

Responses to Questions Concerning Training and Background in AIS

AIS Program Theatre

	Position	$\bar{X}$ years	S.D.	#Respond.	N/R
Approximately how many years have the schools in which you have worked offered this AIS program area?	Principal	5.56	1.74	27	1
	Curr. Spec.	5.07	2.20	30	2
	Teacher	3.27	2.36	30	1
	Artist	2.74	2.10	19	6

With what other AIS Program areas have you been involved?

	Position	Number Indicating	% of those Responding
ARCHITECTURE	Principal	1	4
	Curr. Spec.	2	6
	Teacher		
	Artist		
DANCE	Principal	4	14
	Curr. Spec.	3	9
	Teacher	4	13
	Artist		
FICTION-WRITING	Principal	1	4
	Curr. Spec.	1	3
	Teacher		
	Artist		
FILMMAKING	Principal	1	4
	Curr. Spec.	1	3
	Teacher		
	Artist		
MUSIC	Principal	14	50
	Curr. Spec.	14	44
	Teacher	10	32
	Artist		
PHOTOGRAPHY	Principal	2	7
	Curr. Spec.	2	6
	Teacher	2	6
	Artist		
POETRY	Principal	17	61
	Curr. Spec.	18	56
	Teacher	16	52
	Artist		
THEATRE	Principal	15	54
	Curr. Spec.	16	50
	Teacher	10	32
	Artist		

	Position	YES N	YES %	NO N	NO %	
[illegible] your undergraduate preparation program include orientation to an AIS program?	Principal	1	4	17	61	10
	Curr. Spec.	2	6	18	56	12
	Teacher	-	-	20	65	11
	Artist	7	28	4	16	14
Have you, within the last five years elected to pursue further education in the arts?	Principal	2	7	15	54	11
	Curr. Spec.	4	13	. 16	50	12
	Teacher	7	23	14	45	10
	Artist	9	36	2	8	14

		To a great extent						Not at all				NR	%
		5		4		3		2		1			
		N	%	N	%	N	%	N	%	N	%		
To what extent do you think that an inservice training program in the integration of the AIS Program into the curriculum would benefit you and the students?	Principal	5	18	9	32	2	7	2	7.	1	4	9	
	Curr. Spec.	12	38	2	6	6	19	1	3	1	3	10	
	Teacher	9	29	9	29	-	-	1	3	2	6	10	
	Artist	8	32	2	8	-	-	-	-	-	-	15	

APPENDIX D

SURVEY OF SCHOOL BOARD MEMBERS OPINION OF THE ARTISTS-IN-THE-SCHOOLS PROGRAM

Interview in person.

School Board Member's name ______________________________ Phone ____________

Address ____

1.) What is your opinion of the AIS Program? ______________________________

2.) What directions do you feel it should be taking? ______________________________

3.) Should the AIS Program:

___ A. Be integrated into the regular curriculum?

___ B. Become a separate but equal part of the curriculum similar to math or reading?

___ C. Become a separate but supplemental part of the regular curriculum?

4.) IF THE SCHOOL BOARD MEMBER ANSWERED YES TO A ABOVE, THEN ASK:

To what extent do you believe the AIS Program should be integrated into the regular curriculum?

A.	Art	To a Great Extent	5	4	3	2	1	Not at all
B.	Music		5	4	3	2	1	
C.	Language Arts		5	4	3	2	1	
D.	Mathematics		5	4	3	2	1	
E.	Natural Sciences		5	4	3	2	1	
F.	Social Sciences		5	4	3	2	1	
G.	Other (please specify and rate) ____________		5	4	3	2	1	
	____________________		5	4	3	2	1	

IF THE SCHOOL BOARD MEMBER ANSWERED YES TO 3A ABOVE, THEN ASK:

5.) If you believe that the AIS Program should be integrated into the regular curriculum who should take the major responsibility for doing so?

____ Principal ___ Curriculum Specialist ___ Teacher ___ Artist

Please add any comments and/or recommendations you may have about the AIS Program. ____

Thank you for your cooperation.

INTERVIEWER: Please add your comments on the back of this sheet. Thank you.